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— BY —

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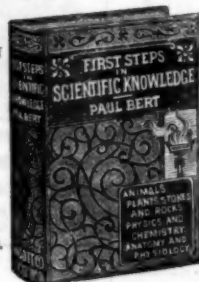
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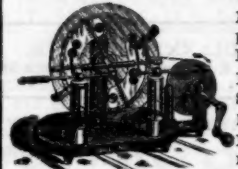
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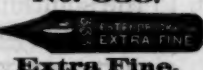
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New York, November 19, 1887.

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THE solemn tragedy at Chicago has been enacted, and the country breathes freer. But what matters it that seven men are disposed of, if there are seven thousand boys in training to take their places. The account of the doings of a school in Weehawken, N. J., on the third page of this paper, shows that nurseries of lawlessness still exist. It is a shame to our civilization that no means have yet been devised by which all children can be brought into school and kept there under humanizing influences. Good schools and a compulsory attendance law, rigidly enforced, will work immense good. Thousands of boys early develop almost uncontrollable propensities for malicious mischief, which, if unchecked, soon grow into absolutely uncontrollable determination for riot, rapine, and murder. It is a fundamental principle, underlying the government of the school, as well the state, that there is no liberty without law. But in making and executing law we must be careful that we do not destroy liberty and become tyrants. Laws must be obeyed; if not, punishment must follow; but it is possible to make unjust and oppressive laws, and it is also possible to follow the breaking of just laws with unjust and oppressive punishments. Great wisdom is needed, and none need more of it than those who are in charge of our schools.

MANY of our best new methods are very old methods. This is not saying that many modern methods are good methods. Socratic questioning, as practiced by Socrates, can never be surpassed, but his imitators adopted the catechetical system, and chopped up learning into small bits, prefacing each little piece with a question. So, for more than fifteen hundred years, Bible and church truth has been minced, and even to this day we have in very many schools text-books on all subjects hashed up for handy cramming. This way of getting information into the minds of learners is comparatively new, for it would have been repudiated by Plato and Aristotle. Xenophon in his ideal education system, in his Cyropædia tells us, "Cyrus was obliged by his teachers to give a reason for what he did, and to require reasons for every circumstance when he had to give his opinion in judgment, and being very eager for knowledge he was always putting questions to those about him on many subjects for the purpose of finding out how such and such things were." It was on this account, Xenophon says, he acquired the habit of being a little over-talkative. Has modern invention surpassed this result? After much investigation, we have come to the conclusion that teaching is bringing the mind of the learner into such a relation to the truth that he can find it out for himself. Notice how exactly this, our best statement, accords with Xenophon's ideas, four hundred years before Christ. Here the newest and best touches the oldest, which is also the best; but how far we have departed from this standard in the past, and how far are we departing from it to-day?

The fashion of over-crowding is a part of the old education, but here we find that the newest and the best is also the oldest and the best, for in old Greece, when the school studies comprised only writing, spelling, reading, music, and the elements of reckoning, the boys, according to Plato, did not commence practicing in the gymnasium until about the age of sixteen, for "it was not judged advisable to engage them in too many studies at once, since over exertion was considered injurious." What a commentary this is on the crowded curriculums of our graded system, where before the age of sixteen not only the boys but the girls are expected to have nearly, if not quite, completed the high-school course! No schools ever turned out better specimens of manhood than these old Athenian palæstræ and gymnasia, notwithstanding their heathenism. Let us give the old the great credit of having originated the very best and newest education of which we have any knowledge.

WE said a few weeks ago that "capacity always commands respect." A reader writes: "Verum pro te, as Father O'Reafferty said to his Holiness, but does it always command shekels. If not, why not?" Yes, why not? Because capacity is not always of the same species. We have a genuine respect for the capacity of Bill Tweed and Jim Fisk. They ruled by the force of their superior talents. Genius commands respect, wherever found, on earth or under it, in the pulpit or in the saloon. Byron's talents are recognized while his despicable life is execrated. Poe was a drunkard, and perhaps worse, yet as the author of the immortal "Raven," he will be accorded the very highest place among American poets. Rousseau wrote the matchless "Emile," but was so unprincipled that he consigned his offspring to the public foundling asylum soon after they were born, yet no educational work in ancient or modern times equals this masterpiece. Socrates is the one teacher in all times whose example all may imitate, yet this magnificent questioner was so poor he could not afford shoes to his feet. Poverty is no disgrace, but it is terribly inconvenient, sometimes. He who was the highest, has honored this condition with a heavenly glory. We respect a person for what he

is, not for what he is worth. We sat the other day at the entrance to Central Park between the hours of four and five in the afternoon, and watched the fashionable turnouts as they rolled past. Liveried servants sat in stiff conventional attitudes on their high seats. Horses glittered in their silver-mounted trappings. Wealth, snobbery, and show were on public exhibition. What did it mean? Ostentation, pride, vanity, emptiness, fashion, and the hollow-heartedness of paid obsequiousness. What was it worth? The brief satisfaction of thinking, "How great am I!" "What poor unfortunates are you all who gaze!" It means—nothing, but apples of Sodom and the cold, heartless glitter of gold. Yet we do respect any one who has brains enough to get money and then knows enough to keep it, but that is no reason why we should make ourselves miserable in wishing for a capacity we have not. Tens of thousands of teachers are far happier in their poverty than tens of other thousands are in their wealth.

THE common schools must continue to be taught by young men and women in their transition state—that is, before they settle down in life. These are the only ones who can do this work not only—but the only ones who ought to do it. It is a part of their education." These words were uttered at a session of the University Convocation held in 1873, and are as true now as then; and it is a shame that it is so. As things are going, it may be uttered as an axiom ten years to come—it may go on in 1900 as it has in 1800—the schools will continue to be taught by young men and women who have not yet made up their minds what they will do for their life's work; while waiting for something to turn up they will teach, as they call it.

Who will break up this custom? The teachers must; the county superintendents must, the parents must. It must be broken up. The children have rights, the parents have rights; and then besides, the work of those who are really teachers will not be wasted.

OLIVER CROMWELL said to his portrait painter, "Paint me as I am, warts and all." This stout old reformer abhorred all shams, whether found on the throne or under it. Blemishes he had and he knew it, and he was willing they should be seen. This was all the more to his credit, since he lived in a time famous for its padded legs and made-up bodies. It was pre-eminently an age of shams. We are coming out of that paint and powder period and coming into the better time of realism. What a man is, is coming to be valued, not what he appears to be.

Right here is the test of education. It is not the appearance but the reality in school work that tells. It used to be said in answer to the question, "What can a young graduate do?" "O, nothing in particular, but he's got an education!" What a graduate is good for, and what he can do, tells in this world. This talk about a mental discipline divorced from the ability of doing something is a sham, a humbug, and a snare. A boy who can plow well, hoe and chop wood well, has a good education as far as it goes, provided he puts mind in his work. Automatic movements, whether in college or out of it, whether mental or spiritual or muscular are mechanical and machine movements. A boy who brings mind into his motions is always learning. On Cromwell's portrait we always see the wart. It would not look natural without it. So in every school-room we can find a blemish, but if the work done in it has the ring of the genuine metal, we can overlook the wart, even though it is plainly to be seen. Training consists in so educating the whole nature that the child shall be real and honest, and not manufactured and hypocritical. God bless the honest teacher, even though he be homely!

SCHOOL GOVERNMENT.

A skillful teacher took charge of a night-school class in New York City, in a ward where the most depraved people lived. He failed, but a slender girl took the same class and succeeded admirably. In the same ward a lady failed who had excellent success in a day-school and a young man of almost no experience took the class and was very efficient. These classes, it must be noted, are the hardest in the world, for no punishment is allowed and expulsion is not resorted to. These pupils would astound the teacher in the country districts, because their wickedness would transcend his experience.

It would seem, therefore, that there is a power to govern or manage, either intuitive or attained by experience and observation. It is undoubtedly the latter, for many fail at first but afterwards succeed. Let teachers take courage; no matter how poor their government, they can improve daily; they can learn how to govern or manage their pupils if they will set to work.

If you fail in government, it is because you do not do the proper thing. You take out a pencil and it does not mark, and you at once proceed to get a knife and sharpen it; that is common sense, is it not? If a dog jumps up for a piece of meat and does not reach it, he will jump harder next time? Why, of course. The teacher who fails to manage his pupils is like a tool not adjusted to the work in hand. He may be a good man and a fine scholar, but he is not fitted to control other minds. He must fit himself—that is all. He is ignorant of the springs that control human nature.

Let him, therefore, begin with a single child, at his boarding-house: let him determine to obtain an influence over that child; let him tell him stories, and, in every way, draw him towards himself; let him persevere until he can do it; let him then try another and another. Let him go out visiting and make himself agreeable and influential with young and old, no matter who.

For it will be found that all these persons who fail in government have no skill to meet others with eye and voice; when at home or away from school they avoid the society of children and prefer to be by themselves. In general, the children do not like them—simply because they see that they do not like children. Those who fail in government don't like to take a part in discussions, but prefer to sit down with a book. But ability to govern implies a knowledge of human nature; to get that one must mingle with human beings. Hence we say go to a human being and experiment with it; try to be influential with it. Try, try, try, and try again. If you can do it with one you can do it with two.

SCHOOL HOUSE PLANS.

The legislature of the state of New York, did a good thing last winter, in directing the state superintendent "to procure architects' plans and specifications for a series of school buildings, to cost sums ranging from six hundred to ten thousand dollars, together with full detail, working plans, and directions for the erection of the same, and after procuring said plans and specifications, to accompany the same with blank forms for builders' contracts, and with suggestions in relation to the preparation of the grounds, and the arrangement of the building with regard to lighting, heating, ventilating, and the health and convenience of teachers and pupils, and then publish the whole in convenient form for distribution to trustees, and others having use for the same."

They also appropriated \$2,500 for carrying out the purposes of this act. Acting under this authority, State Superintendent Draper has advertised for the following designs:

1. A frame building to cost not to exceed \$600, to accommodate from 20 to 40 pupils in one school room.
2. A frame building to cost not to exceed \$1,000, to accommodate from 40 to 60 pupils in one school room, or two if a temporary division can be arranged.
3. A frame building to cost not to exceed \$1,500, to accommodate from 60 to 100 pupils in two school rooms.
4. A frame building to cost not to exceed \$2,500, to accommodate from 100 to 130 pupils in two school rooms.
5. A frame or brick building to cost not to exceed \$5,000, to accommodate from 130 to 175 pupils in three school rooms.
6. A brick building to cost not to exceed \$10,000, to accommodate from 175 to 250 pupils in four school rooms, and to have an exhibition hall.

The following persons have been appointed to deter-

mine awards of merit: Ex-State Superintendent William B. Ruggles; Prof. J. W. Kimball, president of the State Teachers' Association; Superintendent Charles E. Gorton, president of the State Council of Superintendents; Dr. George A. Bacon, representing the associated academic principals; Willis R. Hall, school commissioner of the second district of Chenango county, and Mr. Albert W. Fuller, architect of the city of Albany.

Concerning this work Superintendent Draper says, that "this movement has been undertaken in the hope that it will result in more attractive and comfortable low-priced school houses in this state. Outside of the large communities many of the buildings are truly wretched, erected without any idea of architectural effect, and entirely regardless of those matters upon which the health and comfort of the inmates mostly depend. Old buildings, in a shameful state of decay, are continued in use year after year. When new ones are erected, it is considered unnecessary or too expensive to employ professional help, and so the best results are not secured. We are endeavoring to arouse and educate public sentiment upon the subject. We are telling the people that the health, and eyesight, and comfort of teachers and pupils are worth caring for. We are striving to impress upon them the fact that neat and wholesome buildings in themselves exert a strong moral and educational influence. It is believed that we can do this most effectively, by placing in their hands the most meritorious designs, the latest information, and the best helps. Showing them just how to do a good thing will accomplish more than simply telling them they ought to do it. Who should be interested in such a subject as this if architects are not? In the confident belief that they will appreciate the importance of the undertaking, and will be personally and professionally interested to promote its success, their valuable co-operation is cordially and earnestly solicited."

AN EXCELLENT ADDRESS.

At a large and enthusiastic meeting of the teachers of the Province of Quebec held at Huntington, Oct. 19 21, Prof. O. M. Brands, of Paterson, N. J., read a very instructive paper on "Physiology and Hygiene." We clip from the *Montreal Daily Witness* the following extracts from his remarks: "Prof. Brands compared the body of man to a piece of machinery liable to derangement and requiring the most solicitous care—intelligent care would increase the length of life as is witnessed by the fact that the average age has increased about ten years in the last century, among civilized nations. Sanitary legislation was of great value but personal hygiene was of greater importance. The laws of health were more generally perverted through ignorance than neglect—the responsibility for the care of the health was before all other earthly responsibility. The teacher should teach the children how to live as well as how to learn. The influence of the teaching in the schools in respect to health laws was reflected upon the homes. Finally he summarized the various lessons which ought to be taught to our youth in the public schools so that evil seeds already implanted might not spring up to vigorous growth. Over-study was an evil that should not be allowed and indolence was not to be tolerated; study and physical exercise are both necessary to health; over-work wears out—indolence rusts out. School work should be broken in upon by frequent changes for exercise.

"He attacked the common pressure upon children during preparation for examinations or exhibitions, and advocated two hours rather than one as the noon intermission if afternoon sessions were allowed," etc.

This highly instructive address was received with much satisfaction and profit to all present.

THE publishers of the JOURNAL will commence at once the issue of a series of leaflets on practical educational topics. Each will contain from 32 to 64 pp. of handy size with neat cover, and retail for 15 cts. each. These numbers will be issued at once, viz: J. G. Fitch's Art of Securing Attention and his Art of Questioning, also Charlotte M. Yonge's Practical Work in Schools. Some half dozen others are arranged for and will be announced soon.

How long is it since Comenius came to be considered a charlatan? A lecturer recently quoted the good old maxim, "Practice makes perfect," and said: "Certain charlatans had degraded this terse truism into the weaker expression, 'We learn to do by doing.' Does the lecturer know whom he is calling names?"

PHILANTHROPISTS can learn a lesson from Dr. Barnardo of London, who has secured 5,000 acres of land in the northwestern part of the Dominion of Canada and proposes to make of the entire block an industrial farm where homeless lads of London may be sent. Dr. Barnardo has been very successful in reclaiming the little waifs of the British metropolis, simply because he has not aimed so much to relieve their more pressing needs, although he has done that, as to give them a training which will enable them to help themselves and become respectable members of society.

In a recent address Supt. J. H. Phillips of Alabama, said some excellent things, among which here is one:

"A boy of average ability upon leaving school may not show much skill and readiness in arithmetic; he may not be able to parse all the words, or classify all the parts of a sentence precisely according to Brown, Clarke, or Harvey, or some other pet author. He may write and spell, but indifferently; he may have forgotten the greater part of the sciences he has studied, and may be able to recite correctly but few principles in physiology, physics, or chemistry. He may keep up his German for practical reasons, but as for his Latin, a host of devoted guardians are ready to exclaim that, 'His time has been worse than wasted.' In viewing the picture I have here drawn, how many would refrain from denouncing the system, that would turn such a boy loose upon society, as an ignominious failure?"

NO PRACTICAL subject is more important than the truancy question. Our school system is expensive, and should benefit all; but it is a fact, that thousands of children are growing up who either do not attend school at all, or attend so little, and so irregularly, as to receive little or no benefit from such attendance. How can these children be brought into school and kept there? This question has never been satisfactorily answered. Will our thoughtful readers let us have their views on this subject.

In a letter from a father to his son who had just been appointed principal of a school, he says, "Be sure and take educational journals and read educational books." Here spoke a far-sighted man who had been a successful teacher although now a lawyer. He saw the great advantage papers and books would be to his son and acted accordingly.

SOME of our conservative educational editors after having made all manner of fun of our lesson plans, and illustrative teaching articles, as "milk for babes" and "diluted educational swash" have recently adopted the very system that has been valued so highly by our readers in the past. Who has been converted?

In a recent article by John W. Cook of the Illinois Normal University we are told that "addition is the process of finding the sum of two or more like numbers," that "subtraction is the process of separating a number into two parts," that "the subtrahend is the given part of the minuend" and that "when the process of subtraction has been performed there are two numbers instead of three." Is this old education or new education, or a "calm medium view" of the subject?

THIRTY odd years ago, a school teacher named Vaux, living at Longpierre, was convicted of arson, and sentenced to the galleys for life. His trial attracted great attention at the date, all over the French provinces. It was discovered afterwards that the man was absolutely innocent, the victim of a vile political trap, set for him. The Government has moved slowly in the matter of his release, and the restoring of his good name. Vaux died lately at Cayenne; some weeks before he was declared a free and innocent man by special decree.

COUNTY SUPT. JOHN TERHUNE, of Bergen County, N. J., has arranged a plan of correspondence for the schools under his charge, his desire being to instruct them in proper forms of letter-writing, composition and penmanship. He has praised the schools, and asked for lists of the pupils of each grade. The list of pupils in one school is forwarded to the school with which it is to co-operate, and names in each grade of the former are assigned to pupils in the corresponding grade of the latter. The letters which must be of a social and descriptive character were written and mailed on the last Friday in October, to be answered the last Friday in November. They are opened and read by the ones to whom they are addressed, and errors are indicated; then they are handed to the teacher who retains them until the time comes for them to be given back to their owners to be answered.

PERSONALS.

CHANCELLOR PIERSON, of the State Board of Regents, N. Y., taught his first term of school forty-seven years ago in Pleasant Valley, and by this means earned \$100 to enable him to enter college.

The state board of education of New Jersey recently met in the executive chamber at the State House, Trenton. The Rev. Dr. Magie was elected superintendent of schools in Morris county. The election of the Salem county superintendent was deferred until the next meeting.

SUPT. J. R. COX, of Russellville, Tennessee, is working hard to uplift the schools and teachers of Hannibal county.

PROF. A. S. HARDY, of Dartmouth College, will spend the first half of next year in Europe.

The Rev. Dr. S. S. Nelles, for thirty-seven years chancellor of Victoria University, Cobourg, Canada, died recently on the sixty-fourth anniversary of his birthday. He was a pupil of John G. Saxe at Lewiston, N. Y., academy in 1839, and in 1842, was one of the first two students matriculated at Victoria College, now Victoria University.

SEMITIC languages have come to be so far a specialty at the University of Pennsylvania that it is claimed there is but one institution in the country that rivals it in this respect. The Rev. Dr. Peters, the Hebrew Professor, has, besides the usual classes, graduate courses in lyric poetry, Wisdom literature, lexicography, Aramaic, and others. Professor Hilprecht has Assyrian, Babylonian, Akkadian, and Ethiopic. Professor Jastrow has Arabic, Syriac, Rabbinical, and Neo-Hebraic literature.

BROOKLYN TEACHERS.

Brooklyn is wide awake. This we learned from a recent conference we had with a large number of teachers last week Wednesday, at the close of the first lecture of a course on the "History of Education." A good number will undertake a two years' study of the science under the direction of the University of the City of New York, expecting at the close of the course to receive the degree of Bachelor of Pedagogy. Many of the teachers of Brooklyn are active students. If a list of those who are pursuing special studies in the departments of science, literature, philosophy, and art, were published it would astonish those who think that most of our instructors are sleeping in the darkness of indifference. No literary workers are more alive to the demands of the times than the best half of our city teachers. Brooklyn teachers are just now exercised over their new course of study—not in opposing it, but in getting ready for it. In doing this work they have called to their aid the best help they can get. Professor Merrill, of the Connecticut State Normal School, recently delivered a lecture before them which was highly appreciated.

During this month instruction will be given by Dr. Jerome Walker, Miss Parsells, and Miss Merrill, of the New York City Normal College, and Principals Mickleborough, Stewart, Carmen, Gallagher, Campbell, Morris, Lewis, Welsh and Mills, of Brooklyn, also Miss L. E. Smith, Mrs. Agnes L. Hale, and Clara Millington. The subjects these teachers discuss are the practical methods of teaching physiology, botany, zoology, algebra, history, language, observation lessons, geography, physics, etc. If this does not show an active state of affairs we do not know how to define what activity means.

The Brooklyn Teachers' Association is an active force in that city, and under the management of Principal Bush, as President, and Principal W. M. Jelliffe, as chairman of the executive committee, it is doing excellent work. Altogether the outlook in Brooklyn is first-rate and it bids fair to be worthy of receiving the name "City of Schools" instead of "City of Churches."

In the Vatican Library are buried out of human sight the missing links of Roman history, historical secrets that might entirely change the accepted history of the great characters of ancient times. There are twenty-six thousand manuscripts, sixteen thousand in Latin, five thousand in Greek, and the remainder in Oriental tongues. They are jealously guarded. The printed volumes in the library number about one hundred thousand.



SUPT. ANDREW W. EDSON,
AGENT OF THE MASSACHUSETTS BOARD OF EDUCATION.

Mr. Edson is a native of Wisconsin, a graduate of the Vermont State Normal School, and of Dartmouth College of the class of 1878. Since his graduation his life has been devoted to public school work, and especially to the training of teachers and superintendence. For five years he was the Principal of the Vermont State Normal School at Randolph; later he superintended the schools of Attleboro, Massachusetts, and for three years past has been superintendent of the schools of Jersey City. Mr. Edson is in the prime of life—about 36 years of age—fully equipped and enthusiastic for the important work upon which he will now enter in connection with the public schools of the Commonwealth of Massachusetts.

Mr. Edson's early training, for four years in the public schools of Vermont and Illinois before entering college, admirably fits him for a superintendent.

His work at Jersey City has been an entire revision of the course of study, the adoption of a new and more satisfactory salary schedule whereby teachers are paid according to term of service, rather than grade of work, a revision of the rules and regulations governing the schools, and the addition of a post-graduate course to the high school for the training of teachers.

NEXT MEETING OF THE NATIONAL EDUCATION ASSOCIATION.

A telegram from Secretary Canfield informs us that it is decided that the next meeting of the National Association is to be held in San Francisco. We have not been informed as to the rates of fare, but we have no doubt it will be one fare one way for the round trip. Full particulars will be published as soon as we receive them.

A PRACTICAL EXAMPLE OF WRONG GOVERNMENT.

A row recently occurred in a Weehawken, N. J., public school, which resulted in the resignation of the principal and the temporary closing of the school. The principal probably was not blamable, but somebody was, and it adds another instance to thousands of other instances where boys and girls are permitted to rule parents, teachers, school boards, and the community. The facts are these. About 300 children attend the school, and they have the reputation of being the "toughest" collection of school children in the county. One year's experience generally suffices for any principal, and it is not on record that a principal has returned to inquire after the welfare of his former pupils. S. W. Strickland, of No. 65 Park ave., Hoboken, who has been principal since September, has had an unusually exciting experience, which culminated yesterday in his resignation. Last week Charles Butts, age twelve, was told by Miss Schermerhorn, a teacher, to do an example. He refused, and the teacher reported him to the principal. Mr. Strickland informed Charles that he would have to do the example or leave the school; and Charles

not only declined to obey orders, but intimated that Mr. Strickland might go to a warmer place than Jersey. Mr. Strickland, armed with a ruler, started to inflict summary punishment upon Charles, who resisted, and with the aid of Frank Doremus, age fifteen, soon made it warm for the principal. They struggled around the room, and in a few minutes the school was in an uproar. Books, inkstands, and other missiles filled the air, all going in the direction of Mr. Strickland. Laura Conklin, age seventeen, was one of the most active and energetic participants in the attack on the principal. The noise attracted the attention of pupils in other classes, and they flocked to the scene of the fray. Finally Mr. Strickland surrendered and announced that Charles Butts and Frank Doremus were expelled and that the school was closed. Mr. Strickland said afterward that he had been teaching twenty years, and never before met with such a mob as there is in the Weehawken school.

A COURSE OF LECTURES ON THE HISTORY OF EDUCATION.

A large class of teachers has commenced the study of the HISTORY OF EDUCATION, in connection with the new department of pedagogy established in the University of the City of New York. Two divisions have been formed, one meeting Thursday afternoons at four o'clock in the University building, New York City, and the other Wednesday afternoons at four o'clock in the Central Grammar School building, Brooklyn. The introductory lecture was delivered three weeks ago; the first regular lecture in the course, on "HOW SOCRATES TAUGHT," was given week before last, and the second one last week, on "XENOPHON'S IDEAL OF A PERFECT EDUCATION." The course of study will continue during this year and next, and those who complete it will receive recognition from the University, probably by the degree of Bachelor of Pedagogy, (B. P.) The requirements for admission to this class will be the holding of a permanent license to teach, from a state or city, or a diploma from a reputable high school, or a certificate of the completion of an equivalent amount of study.

The work to be done will extend over two school years, but it is probable that a residence of only one year in this city will be required. The full curriculum of this department, with text-books necessary, will comprise a thorough study of the (1.) History of Education; (2.) Educational Psychology; (3.) The Philosophy of Education, and (4.) Methodology. Books will be assigned for thorough study, other books for reading and still others for reference.

The lectures to be given in the immediate future, will be upon the following topics:

- "Child and School life in Old Greece."
- "The Spartan System of Education."
- "Plato's System of Education."
- "Aristotle's Educational Theories."
- "The Old Universities of Athens."

Other subjects will be announced from time to time. A course is being arranged for non-residents, who can receive instruction, aid and examinations by correspondence.

A POST graduate class is formed, composed of college graduates, who are expecting the degree of Ph.D. It will take two years to complete this course; residence in this city is not required but the final examinations must be passed in the University building.

SOCRATES.

Books to be consulted.

- Compayre's History of Education.
- Socrates. A pamphlet by Phelps.
- Painter's History of Education.
- Xenophon's Memorabilia.
- Kiddle and Shem. Cyclopaedia of Education.
- Manual of Classical Literature. Eschenburg.
- Plato's Symposium, Phaedrus, Apology, Crito, Phaedo.
- Grote's History of Greece, ch. LXVIII.
- Cyclopaedia Britannica.

SCHOOL LIFE AND TEACHING IN ANCIENT GREECE.

Books to be consulted.

- St. John's Manners and Customs of Ancient Greece, I. pp. 107-288.
- Becker's Charicles, pp. 215-240.
- Eschenburg's Manual of Classical Literature. (See Index for References.)
- Mahaffy's Old Greek Education.
- Bartholomew's Travels of Anacharsis.
- Smith's Dictionary of Antiquities.
- Schwartz's Erziehungsgeschichte. Vol. I. pp. 231-430.

IN HIS lecture on "The Human Washington," the Rev. Dr. Edward Everett Hale says he believes the famous cherry-tree and hatchet story to be true.

TRUE AND FALSE METHODS IN ARITHMETIC.

BY Supt. F. B. GAULT, Pueblo, Colo.

"I'm willin' a man should go tollable strong
Agin wrong in the abstract, for that kind o' wrong
Is oillers unpop'lar, never gits pitted,
Because it's a crime no one has committed;
But he musn't be hard on partickler sins,
Coz then he'll be kickin' the people's own shins."—Lowell.

Several of these "partickler sins" are producing bad results in our modern school work, particularly in arithmetic. The first is the general supplanting of mental work by written work. Time was, "in the memory of our fathers," and their children, too, when the course in arithmetic began by learning "by heart" the addition, multiplication, and division tables. Pupils said these forwards and backwards, and then the teacher "skipped about," testing every one in every possible way. These were mastered by pure unaided mental effort; there were no counters, no making marks or counting fingers, or other devices for teaching number objectively. But the tables were drilled into pupils so that it was impossible to forget them. Then followed a prolonged and severe course in mental arithmetic, in which long and intricate problems were solved in the head; not a figure was any one allowed to make in the preparation of the lesson, or in its recitation.

THE OLD WAY.

The wise teacher always created a rivalry in the class as to who could repeat and solve the longest, knottiest, and twistiest problems. Subsequently pupils were put into the written arithmetic. But they did not "cipher" until they knew, and knew that they knew, every combination and separation of which the numbers in the tables were susceptible. This was the order, the golden trinity of the arithmetical course a quarter of a century ago: (1.) Relentless drill in the tables; (2.) Remorseless drill in mental arithmetic as a necessary preparation for (3.) written arithmetic. Nowadays arithmetical instruction is almost wholly written. By the Grube system of number lessons now so generally in use—which is mentioned as a familiar type of prevalent methods—the little primarian is taught from objects to say "one and one are two," and straightway writes on his slate $1+1=2$. If he does not know that $4+5=9$, or that $8 \div 5$ is 40, marks or other counters are employed, and he manipulates them until he secures the proper result, which is then written down to be erased. I do not question the philosophy of the objective method. I am pointing out a tendency in all modern number teaching that necessarily leads to disappointment. Our number lessons with their little equations to fill out, that ring all possible changes on the number under consideration, with their endless variety and extent of slate work leads to one thing, i. e., continuous written work that is mechanical and routine to the last degree. The seat work has become wholly of this character—written—as it keeps pupils busy, and it has been supposed to possess great educational value. The recitation work in all grades is also largely, if not entirely, written. Thus we have allowed pupils to drift into a free and constant use of slate and pencil, which have become their main dependence. As a result, the head receives little drill; there is little occasion for hard, persistent, connected thinking. From first to last pupils cipher, they manipulate figures, they set down problems and rub them out, and slight influence is left upon the mind. Pupils, slate, pencil, and problem are parts of a machine.

WHAT THE CHILD DOES.

A child may see that three blocks and two blocks are five blocks, and write out an equation that represents what he sees objectively. But something more than the seeing and the click of the pencil on the slate is required. Occupation is not the vital element in learning numbers. It is mental concentration that avails. It takes drill on the abstract proposition that three and two are five, so to intrench it in the mind that it abides there always. It takes drill, too, without hand or visual work, to give the mind that grip so needful for thoroughness in arithmetic. Objective methods must in time be abandoned as the child ceases to creep, and written work must be largely reserved for calculations too complicated and laborious for reasonable mental effort. The tendency to-day is to make slate workers, but not thinkers. Our modern manuals, charts, lessons, and devices in number are well enough, but we teachers are largely at fault; we rest supinely and serenely in our methods, system, or course of study.

Any method that interferes in the least with intellectual drill and mental growth is something more than a "wrong in the abstract."

A SECOND FAILURE.

2. Our instruction fails largely in educating the logical faculty, in quickening the spirit that reasons its way through difficulties to a safe and sure conclusion.

Arithmetic has a two-fold value; it is a source of practical knowledge, and is highly disciplinary. As to the former, an ordinary boy ten years old can in ten months learn all the arithmetic an ordinary person ever uses, and yet the average school course assigns from seventy-five to ninety months to this branch. A few months suffice for the practical side. What is accomplished in the remaining many months? The chief product on the disciplinary side should be the spirit of analysis, the spirit of logical inquiry, the spirit that seeks the causes and effects of things. What logic is to the college course, arithmetic—especially mental—is to the common school course. But this is largely defeated by ciphering and answer seeking. We teach through many weary months the various processes of arithmetic for the moiety of knowledge each contains, forgetting that we are on the very border-land of the finest opportunities for teaching boys and girls how to think, reason, judge,—mental qualities of supreme importance.

If a pupil

"Would learn with the boldest to think,
Would grapple with things that perplex,
Would stand on the verge and the brink
Where the seen and the unseen are met,"

he must be taught to discern the conditions given in a problem, reach a definite conclusion, and then give a clear and concise reason for every step he has taken. Slate workers we have now, but not logicians. A method that stimulates the growth of the logical faculty is a true one; if it represses the same, it is false.

ANOTHER TEST.

3. Another test of a method is whether it, in its application, disregards the element of self reliance. I mean by self-reliance the consciousness that the result is correct because of faith in the correctness of the reasoning, and in the accuracy of the work.

Pupils are too easily discouraged. They take a superficial view of a problem, work a few moments, fail to get the answer, and give it up in despair. It would seem that pupils might be taught to understand the value of brains and the luxury of using their mental powers in a contest with a difficult problem. A child taught to wield a broad and vigorous mental grasp, to reach his results logically, will naturally incline to test his work, not by the set answers, but by his process of reasoning. We have slate workers in abundance; we have few who are sure they are right.

I submit these three unerring tests of a true method in arithmetic: (1.) it promotes mental growth; (2.) it disciplines the reason; (3.) it induces independent, self-reliant work.

CIVIC TRAINING IN THE PUBLIC SCHOOLS.

BY E. W. BEMIS, Ph.D.

II.

EFFICIENCY OF LABOR.

In our last article we considered the need of economic training and the first steps in the process. When the pupils have seen and brought in illustrations of the fact that labor is of three kinds, physical, mental, and moral, it is time to note the causes that increase the physical efficiency.

Very important is good and sufficient food. A sewing machine manufacturer of Cleveland, Ohio, who also has works in Germany, and sometimes transfers employes in the latter shops to Cleveland, informs the writer, that the same men after a little time do twice as much work in this country as in Germany, which he ascribes to the fact that they eat twice as good food and more of it here. Bread and beer will not furnish as much strength as meat. Let the pupils read all they can find about the food used by the working people of Europe. An interesting article on this subject appeared in the April *Harper's* entitled, "How Workingmen Live in Europe and America." "Europe on fifty cents a day," a recent book, is full of interesting illustrations.

Equally important, but more neglected in this country is the proper cooking of the food. Professor Martin, of the Johns Hopkins University, one of the best physiologists living, recently stated that one of the greatest causes of drunkenness was the sameness of diet, and its poor preparation among the masses of our people. By reason of this there comes a craving for stimulants to temporarily sustain the vitality, or weaken the unpleasant effects of the poorly digested, because poorly cooked food.

The importance of good cooking is thus established, not merely for the gratification of an appetite, but as an essential to efficient work and good morals. The teacher here has a good chance to impress upon her scholars the dignity of home work, and the further fact that good food by no means implies expensive food. Illustrations are so numerous of this latter point, that it is unnecessary to specify here, since the object of this series of articles is merely to furnish hints rather than full details.

Healthful homes are also most important in making labor effective, since they not only save the lives of many, but prevent the ill-health and consequent loss of time, together with expense for nursing, and physicians' bills, which eat up so much of many people's earnings. A large part of the diseases of persons under 50, are preventable with proper homes and proper living. The city of Chicago furnishes a marked example. Though that city increased 140,000 in population, or nearly one-third from 1880 to 1886, yet thanks to the great improvements in the healthfulness of the tenements, which the Board of Health brought about, the number of deaths actually decreased during those years, and the percentage of deaths per thousand of population, fell from 25.69 in 1881, to 19.43 in 1886. Good plumbing, sufficient ventilation to secure always an abundance of pure, fresh air, clean cellars, pure water closets, sunlight and a certain amount of air space, and of windows to every occupant of a tenement or every dweller in the country; for damp undrained cellars and grounds, poor water, &c., make thousands of farm houses as unhealthful as any city tenements; all these subjects should be touched upon in the school room in the half hour talks, Friday afternoons. They can easily be handled so as to arouse the intense interest of all the pupils, and accomplish much ultimate good though immediate results cannot always from the nature of the case be looked for.

The importance of physical strength as compared with intellectual and moral, is less now than a century ago, before machinery and steam were invented to do much of the hardest labor. Skill in handling tools and machinery, and the moral qualities of cheerfulness, and hope, to spur one on to make the most of himself, instead of succumbing to misfortune; honesty also, faithfulness, promptness, and a readiness to obey while at work, the business orders of a superior are essential to all good work. Their bearing on the efficiency of labor may well be brought out in the school room. In country districts, boys and girls may get at home in some partial measure this training in skill for their future work. Prof. Woodward, in charge of the famous training school in St. Louis, states that his experience with farmers' sons indicates that they too are greatly benefited by the skill in physical manipulation gained by their two hours' daily practice during their high school course; for he says, they thus far better preserve the expensive machinery now necessary in farming.

In the cities there is great need of industrial training in the public schools as already begun in Boston, St. Louis, Philadelphia, and a few other places. If such training has not yet been introduced in your city, here is a good opportunity to bring out, or better, in this, as in all these matters, assist the pupils to bring out the advantages of introducing such training, that when they grow to be voters, or as women, to exert a powerful, even if indirect influence upon legislation, they may have an intelligent understanding of these questions. And what are the advantages of industrial training in the public schools? It is generally admitted that a boy who has been trained in these general principles of physical manipulation, common to almost all trades, and which can be given in buildings adapted to the purpose, without an increase of more than 30 to 40 per cent. at the most, in the city expense for schools, can earn fully 50 per cent. more wages than before. Yet his parents could not borrow the money for his education at any rate of interest, since they have neither the credit nor the fore-sight or self-denial sufficient; but the state or the city can borrow the money at four to five per cent. It becomes then the wisest expenditure of money possible for the state to educate its citizens in ways which, by increasing their efficiency, greatly increase the wealth of the community.

Let the teacher call upon the pupils to look up the way in which seven years were taken to learn a trade in England in the last century and before. At that time a man learned all the departments of a trade. Now machinery so frequently displaces labor that the laborer must be able to learn a new trade or a new department of the old one in seven weeks. No one now makes a whole watch or pair of factory-made shoes, but only

one part, perhaps only one-hundredth part of the whole, and must therefore have that general intelligence and aptness with the hands, as to enable him to pass as rapidly as necessity requires from one machine to another. To gain this aptitude, boys and girls should be given all the industrial training possible before they are eighteen. They will always find it useful even if their after-life be entirely literary.

In this connection the subject of compulsory education should be introduced and reference made to the laws of Massachusetts, where all children under fourteen must attend school eight months in the year. Let some of the class learn, if they can, how truant officers and police in Massachusetts look after every boy and girl not in school, and force him to attend or put him in a special truant or reform school, even if his parents wish him to work. What are the great advantages of this law? Notice the results of not having such a law or rather of having so poor a one, and so little public interest in it as to prevent its enforcement.

The report just out of the New York Factory Inspectors, thus reads (p. 14-15): "The ignorance is actually alarming. Thousands of children, born in this country, or who came here in early childhood, are unable to write; almost as many are unable to read, and still other thousands can do little more than write their own name. Possibly one-third of the affidavits of the parents, examined by us in the factory towns, were signed with a cross-mark, and it seemed to us, that when the children who now require these affidavits, grow up and have children of their own about whom to make affidavit, the proportion of cross-marks to the papers will not be decreased."

"Children born in Europe, and who lately came to this country, and are much better informed than the children born and reared in our own state, and this condition of affairs, has also been remarked by the factory inspectors of other states. Very few American born children could tell the year of their birth, the state they lived in, or spell the name of their native town."

Evidently something must be done to prepare for citizenship those who are soon to become our rulers, and the importance of the problem can easily be forced home to the minds of any boys and girls of thirteen and upwards, in our upper grammar grades.

The next paper will consider the advantages and disadvantages of the division of labor in our factories.

THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

TALKS ON GEOGRAPHY.

By Supt. SHERMAN WILLIAMS.

II.

FOG AND CLOUDS.

We have been talking about rain and what it does. Do you know where the rain comes from? It comes from the clouds you say. Very true. But it does not always rain when it is cloudy. Why not? What are the clouds? Where do they come from? Where do they go? Why is it not always cloudy? Why is it ever cloudy? How the questions do come crowding upon us when we really try to think. It is always so. The first step in learning anything is always a question, and it is much better that the question should arise from your own thoughts, instead of being asked by your teacher or some one else. A battle is always half won when the obstacles are clearly seen.

WATCHING CLOUDS.

Did you ever watch the clouds carefully? Are they formed over our heads or do they come from somewhere else? If they come from some place, where do you suppose that place is? Are clouds made from day to day, or do they exist all the time being sometimes in one place and sometimes in another, and sometimes of one kind and sometimes of another? All your life you have been seeing clouds, and if you have looked carefully and thoughtfully you can answer most of the questions I have asked, and yet I doubt if many of you can do it.

THINGS WE SEE EVERY DAY.

Is it not singular how thoughtless we are about things we see every day? We really *know* less about things we see every day than about many things which we have never seen at all. We have a clearer idea of the

appearance of some things that we have seen only once, than of some others which we have seen almost daily. We should learn to look, closely, carefully, and thoughtfully at all things worth looking at at all. We will find out to some extent, by and by, how far you have failed to do this.

People who have been up in balloons, through the clouds, tell us they are like fog, and like fog much more dense at some times than at others. Now if what these people tell us about the clouds is true, we can study them very well in some respects by studying fog. What is fog? Where does it come from? Where does it go? You have walked sometimes in a heavy fog and your clothing became damp; so it is clear that the fog is made up of particles of water. Those who live in a hilly country and get up early in the morning will sometimes notice fog rising along streams, and over ponds and lakes if there are any.

Should one chance to go up on a hill, he would see the fog spread out, taking more and more space, filling the whole valley perhaps, possibly even rising to the top of the hill and covering him. How many of you have ever seen this? Those who have not would do well to get up early some morning and do it. The fall is a good time for that, for you do not have to get up so early then in order to be up before sunrise, and then fogs are quite frequent at that season.

There is much more fog at some times than at others. Sometimes there will be only a little along the streams, and over bodies of water. Often there will be none at all. If you are on a hill while the valley below is full of fog, you will see that after a time it grows thinner and thinner, and finally disappears, and does not go anywhere so far as you can see. It simply becomes invisible and that is all you can say about it. Let us leave this now. You will find out about it later. Please remember that clouds are simply a very dense fog, and that fog is made up of fine particles of water, and that it is not quite clear to us yet where these particles of water come from or where they go. We must think. We must question ourselves. We must try and learn how water behaves at different times, and under different circumstances. We know that it has several forms; that it is sometimes frozen and forms ice; that it sometimes appears as snow, and again as clouds or fog. Does it ever become invisible? If so does it ever become visible again after having become invisible? These seem to be very hard questions to answer, but you really know all about the matter, although you may think you do not. In all our talk about water I shall tell you very few things that you do not already know. You really know a very great deal considering how short a time you have lived. The trouble is that you do not know how one fact is related to another and helps to explain it, and there is where I shall try to help you.

A NUMBER LESSON.

By Miss MARY KELLEHER, Normal Park, Ill.

OBJECT OF LESSON: To give combined practice in number and reading.

PRINCIPLE ILLUSTRATED: The making of number a mere incident, as it really is, in thought.

LESSON: The following problems were written on the board in a beautiful hand, the first introduced by a drawing of a rabbit, the second by a drawing of a rat.

Five rabbits and four rabbits?

Three rats and six rats?

The pictures assisted the reading somewhat, and if there was a word unfamiliar to the child, he asked what it was before attempting to read the sentence, which was then read as a whole and with perfect expression.

When a child had read the first question, the teacher smilingly asked, "Well, how many rabbits would that make?" The child made the necessary addition and made the required answer. A child that could not readily add the numbers involved in the second question was comforted with, "Well, we shall see; you will find out when you make your drawing."

The reading over, papers were distributed, and the pupils were directed to write the questions and to draw under each as many rabbits or rats as the numbers said. This was their busy work, while another division took up in a similar manner and with a similar object, these problems:

I. Josie had a dozen acorns. She gave one-fourth of them to Lizzie. How many had she left?

II. I had five pansies and picked seven more. How many had I then?

"How many had she left?" asked the teacher, as the first question was read.

"She had nine left," answered the child, after a moment's thought.

"Is that what you think, Benny?"

"Yes'm."

"Who wants to learn anything about the second question?"

One little boy did not know the fourth word. The teacher told him and he read.

"How many had you then?" asked the teacher.

"I had twelve," was the prompt reply.

That calculation did not occupy a prominent place in these children's minds in their attitude toward the problems, was evident. They regarded them simply as questions, to be 1st., read; 2nd., truthfully answered; 3d., written; 4th., truly illustrated in drawing.

The next day the younger division dealt with the questions:

Two lilac leaves and seven lilac leaves?

Five acorns and four acorns?

DISCIPLINE.

By WM. M. GIFFIN, Newark, N. J.

Some of the teachers have a rubber stamp with which they can stamp plain white cards as follows:

A GOOD WORKER.

the cards to be quietly placed on the desk of a pupil who is busy with his task. Sometimes every pupil will have one of the cards on his desk. In fact, if the teacher has TACT, her class may be educated to feel that the loss of their card is a greater punishment than the use of the rod.

Another stamp used is one like this:

DO NOT TALK TO ME, PLEASE.

The cards are given to the pupils, who simply place them on their desks as a hint to their neighbor not to trouble them. These are also of no use to the "TACT-LESS" teacher.

Other teachers have little silk banners which they have made themselves. On the banner are the words BEST ROW. The banner is hung before the row that does its work best. One idle pupil may deprive a row of its banner; hence, such a pupil becomes very unpopular if through him it is often lost. Do not forget the TACT here also.

I am not half done yet; but this article is growing too long for any more this time, hence I will use a little TACT and stop before I tire you.

A LESSON IN WORD-TEACHING.

Given in the primary department of Grammar School No. 11, Miss Beale, principal; Miss Barns, teacher. Reported by E. L. Benedict.

OBJECT.—To obtain from the children the new words in the next day's reading lesson.

Words to be developed: *chicken, bought, friends, knit, wrong, gently.*

"Children, the other day my mother was sick. In the morning she couldn't eat any breakfast, and at noon she couldn't eat any dinner; and so towards night I said, 'I am going out to get something that you can eat; and I'll cut it up and boil it, and put some salt and pepper in it.' Does any boy know what it was I was going to buy?"

[The reader must imagine a class of very wide awake boys, whose active minds cannot wait for the completion of elaborated sentences. As soon as the teacher, who talks very rapidly and with great animation, sees a number of lifted hands quivering with eagerness and faces all aglow with anxiety to tell, she knows that the idea she was seeking to bring out is there, and she gives them a chance to express it.]

"Smith may tell."

"Soup," says Smith, but at this the other hands wave more eagerly than ever.

"Soup is what I was going to make, but what did I buy? Graham."

"Chicken," shouts Graham, and the hands come down.

"Yes, chicken" (writing the word rapidly on the board.)

"How many very high letters are there in this word?"

"Two."

"How did I get this chicken?"

"Bought it."

"Yes, I bought it" (writing "bought" on the board.)

"What boy can tell how many sounds in this word 'bought'?" Graham. I knew Graham had his ears open."

"Three."

"What are they?"

(Graham sounds "b," "aw," "t.")

"The other day I was getting ready to go out, and just as I was ready the door bell rang, and in came somebody that I was very glad to see. What do we call those people whom we love and are glad to see?"

"Friends," comes explosively from the owner of one of the waving hands.

"I wonder who can tell me what letter is silent in this word."

Up came the hands, and Thompson is selected. He says "i," but somebody else says "e."

"Which is it, Thompson?" asks the teacher, and Thompson says "i" very decidedly.

"That is right. When you know you are right, stick to it. Don't let anybody change your mind."

"Perhaps some of you have seen your grandmother take a ball of yarn and four long needles, and (here the hands come up) what did she do?"

"Knit."

"Who can make the sounds in this word?"

(A small boy sounds "n," "i," and "t.")

"But what is the matter with that first letter, we did not hear any sound of that?"

"Silent."

"What word did we have yesterday that began with a silent letter?"

"Wrong."

"Yes. I was afraid some boy would give me a wrong word there."

"We read a story the other day about a boy and a cat, and what did the cat do to the boy?"

"Scratched him."

"And we read a story the other day of two dogs. One went along snapping and barking at everything he saw, and how did the other go?"

"Gently."

"What sound of 'e' do we hear in the word gently?"

(The last three words are thus reviewed to give additional practice.)

OBSERVATIONS.—These words the pupils copy on their book-slates, carry home, and study. In the morning another exercise is given for the purpose of giving further practice upon the words.

The teacher asks, "Who sees a word upon the board that is the name of a fowl? Johnny may point it out."

Johnny takes the pointer and thrusts it at the "chicken," pronouncing the word at the same time. All the other words are thus ingeniously gone over, and then the children use the words in sentences before the order is given to erase them from the board and slates, and write them from memory as they are dictated.

SIMPLE EXPERIMENTS.

By PROF. JOHN F. WOODHULL, State Normal School, New Paltz, N. Y.

III.

CHEMICAL CHANGES.

Studies in zoölogy and physiology depend so much upon a knowledge of chemistry that it is essential to teach occasionally a chapter from chemistry in connection with our work in the former branches.

All living things, whether animal or vegetable, devote a large part of their energy to the process of taking food, which, in short, is the process of taking outside substances into the body, putting them through chemical changes, and making them a part of the body.

A knowledge of chemical changes, therefore, will help us to understand the process of making flesh and blood.

Animals and plants are made up, for the most part, of four elementary substances—one solid and three gases.

These four substances, combined in various ways, constitute most of living things.

The solid is *carbon*. It is a very familiar fact that by heating animal or vegetable substances we may *char* them, i.e., heat expels the gases present and leaves behind the well-known black solid, which we call *charcoal* when it is obtained from vegetable substances; and, when it is obtained from animal substances, it is sometimes called *animal charcoal* to indicate its origin. Both, however, are one and the same thing, the all-important element *carbon*.

Recall the charring of the bone.

Put some sugar on a tin-dish and set it on the top of the stove or heat it over a flame. The other elements of the sugar will be driven off and the charred mass which is left behind is carbon.

Taste it after it is thoroughly charred and notice that the sweetness is entirely gone.

Take about a third of a tea-cupful of boiling water and dissolve as much sugar in it as possible. Wait patiently until all the sugar is dissolved that can be. Allow the cup to set on the stove meanwhile, so as to keep the water boiling hot that it may take up its utmost of sugar. After this has been accomplished allow it to cool. The syrup will sometimes form a crust on top when cool, if it is sufficiently concentrated. Now set the cup containing the syrup into a large earthen or glass dish—it had better be a dish of three or four quarts capacity—and pour strong sulphuric acid slowly into the syrup while stirring constantly with a glass rod or tube. Very soon the sugar solution is changed to a black spongy mass, which swells up and fills the teacup and most of the dish.

In this case, the sulphuric acid has taken the other elements of the sugar to itself and left the carbon in the form of this black spongy mass.

Lay a few slivers of wood on the stove. In a short time the other elements of wood will be driven off and charcoal will be left which is nearly pure carbon.

If we try other organic substances, i.e., substances which are the product of life, whether animal or vegetable, we shall find that they all contain carbon, which is the corner-stone of all living things.

If we put wood into the fire, we know that it is impossible to burn it up entirely. There will always remain a small portion, which we call the ashes. These are the mineral matter of the wood.

Ashes exist in the charcoal obtained from the last experiment and will be left behind after we have attempted to burn up the charcoal entirely.

Some organic substances contain more mineral matter than others. Recall the experiment in which the mineral matter was obtained from the bone by burning it in the fire.

The statement made above that organic substances are made out of four elements for the most part, needs an extended line of experiments to prove it. We have thus far learned that carbon is one of these elements, and that it enters into all organic substances as the chief constituent.

It is not our purpose at present to trace the other elements referred to, but to pursue a line of experiments which will familiarize us with *chemical changes*.

Each of the above experiments, where various things were decomposed into carbon and certain gases, is an illustration of a chemical change, but how are we to understand that gases added to carbon may make all the varied forms of organic things.

A few experiments will at least help us on toward that conception.

Put into the palm of the hand a little common lime, such as is used for white-wash, and a little sal ammoniac (easily obtained at any druggist's for a few cents.)

Rub these together with the thumb and fingers of the other hand.

Ammonia gas will arise as a result of chemical action.

In this case we have put two solids together and formed a gas. In the next experiment we will put two gases together and form a solid.

Every one knows that the odor of liquid ammonia is due to a gas which is escaping from it. Similarly, another kind of gas arises from a bottle containing strong liquid hydrochloric acid.

Now we may bring these two gases together by opening the mouths of the bottles containing the liquids near each other. Try it.

A more satisfactory way of trying the experiment will be the following:

Put a few drops of ammonia water into a wide-mouthed bottle and a few drops of strong commercial hydrochloric acid into a similar bottle. The gases will rise and fill each of the bottles. Cover them both with pieces of writing paper to prevent the gases from escaping.

Invert one bottle over the other and slide out the pieces of writing paper from between them, so as to allow the gases to come together.

Immediately the two gases unite to form a dense cloud of small white particles, which very slowly deposit upon the bottom and sides of the bottles. Of course a very exceedingly small quantity of solid matter must be expected from so small a quantity of gases.

But if we want a large quantity of the solid we have only to take a sufficiently large quantity of the gases.

The substance which we have formed in this experiment is nothing else than *sal ammoniac*, such as was used in the last experiment with lime.

In another experiment we may suddenly convert two liquids into a solid.

This, however, we will leave for the next paper.

A DEVICE IN COUNTING.

Have the class tell various names of articles in an imaginary room, making at the same time a list of them.

6 chairs.	10 books.
3 tables.	5 plates.
1 stove.	4 window shades.
1 lounge.	2 pictures.

Question somewhat as follows:

How many legs has an ordinary chair?

How many legs have 6 chairs?

How many legs have 3 tables? A lounge? etc.

How many legs in all?

How many sides has each picture frame?

How many sides in all?

How many books on one table? On another?

How many books in all?

How many cherries painted on each plate?

How many cherries in all?

How many tassels on each shade?

How many tassels in all?

A VARIATION IN THE READING LESSON.

During recitation let the pupils pick out certain words, as follows:

Words of color.

Words of size.

Words of distance.

Words of sound.

Words of motion.

Write these lists in columns on the board, as they are told by the class, adding to them if any words are left out.

These lists may be made the basis of a lesson in language for the next day, by having two words selected from each column, and directing the pupils to write a new story using these words.

FROEBEL'S ACCOUNT OF HIMSELF.

HIS TEACHING.

My first life with my pupils was very circumscribed. It consisted in living and walking in the open air. Cut off from the influence of a city education, I did not yet venture to introduce the simple life of nature into the sphere of education. My younger pupils themselves taught me and guided me to that. In the following year this life of my pupils was especially roused and animated, when the father gave them a piece of a field for a garden which we cultivated in common. Their highest joy was to give their parents and me presents of the fruits of their garden. Oh, how their eyes glistened when they could do it! Beautiful plants and little shrubs from the field, the great garden of God, were planted and cared for in the little gardens of the children. After that time my youthful life did not to me appear so entirely useless.

PRESENTS OF FRUITS AND FLOWERS.

I learned what a very different thing it is for the care of a plant, whether one has seen and watched its natural life at the different epochs of its unfolding, or if he has always stood far from nature. Then when I lived in nature with my first pupils, so cheerfully and gayly, I said to myself that the life of man connects itself with the care of nature's life. For were not those presents of flowers and plants the expression of regard and acknowledgment of the love for parent and teacher, the expression of the child's own love and joyful childish thought? A child that freely and voluntarily seeks flowers, cherishes and cares for them in order to wind them into a bouquet or wreath for parents or teacher, cannot be a bad child or become a bad man. Such a child can easily be led to the love, to gratitude to, and knowledge of his father, God, who gives him such gifts. I assert that a child naturally guided needs no positive ecclesiastical form, because the lovingly cared for, and thereby steadily and strongly developed, human life, also the cloudless child's life is of itself a Christ-like one.

LIFE AS AN EDUCATOR.

I now turn to the recital of my life as an educator. What a young man gains in one year from nature when she lies clear and open before him, she does not give him when the vision is closed and he is separated from contact with her. Both these seasons give different results and make different demands. When more separated from nature he becomes more concentrated within himself. The life of youth then demands material for firm-

ly establishing itself, and lends to otherwise shapeless material a living form.

MADE TO THINK AS TO MEANS FOR EDUCATING.

My pupils soon came to me with this demand, from which arose the following self-questionings: What did you do as a boy? What happened to you to quicken your impulse for activity and representation? By what means was this impulse at that age most fitly satisfied? What did you wish as the end of this satisfaction? Then out of my earliest boyhood something came to me which gave to me at that moment all that I needed. It was the simple art of imprinting on smooth paper signs and forms by regular lines. I have often tried this simple art, and it has never failed of its end. From these forms on paper we advanced to the investigation of the paper itself, then of pasteboard, and finally of wood. My later experience has taught me to know still other materials for making forms and shapes.

MAKING IMITATION.

But I must dwell yet a moment with that simple occupation of paper forms, because it occupies the child so entirely for a time, so satisfies and fills the demand of his strength. Man demands to know nature in the variety of her forms and shapes, and to understand it in its unity, in its inner activity and reality, and therefore he goes on in his course of development and formation according to the process of nature; he imitates in his plays her creative process. In his early plays the young human being likes to imitate the first activities of nature. Thus he likes to build, for are not the first solid forms of nature built? Let this imitation of the higher means of the free occupations and plays suffice here. From the love, zeal, persistence and joy with which children pursue these occupations arises a very important thing of a different character.

PLAY—ACTIVITY—GIFTS.

Play must necessarily bring a child into a deeper, higher communion with a higher existing whole. If he builds a house he builds it to inhabit it, like grown people, and to realize limitations and to impart something to others! Notice the fact that a child who receives freely gives freely, if his heart is not smothered and dulled by the profusion of the gifts he receives. This is inevitable with the innocent child. Fortunate is he who understands how to satisfy this need. That only has worth to a child at this time which he can use as a means of union between his loved ones and himself. This should be respected by parents and teachers and used as a means of awakening the instinct of activity and representation and unity with others, and therefore not even a trifling gift of a child should remain unnoticed.—*From Froebel's Autobiography, published by E. L. Kellogg & Co.*

A DAY'S PLAY.

I never tried to model anything in clay but once. It was a rainy holiday and the clay was handy. The impulse seized me to mold a human head. I made a ball about four inches in diameter, and set it on a column about two inches and a half thick. I cut off the sides of the ball and added to the back until I thought I had reached the proportions of the typical head. Then I commenced to shape the face and to mold the features. As they took form, I saw that my clay head was still much too broad. I took some more from the side and increased the height. I had to do this several times as the face progressed, each time wondering to find how far from spherical the human head is. My task was so fascinating that I spent the entire day and evening at it. I was delighted to find that I could make the eyes, nose, and mouth, so perfectly, and to see every touch applied to cheeks and forehead give them a more flesh-like contour. The little clay ears looked so pretty, I wished that my vocation in life had been that of a sculptor.

The face, when I ceased operations, was a refined one, rather sad in its expression, and of the German type. It would almost have passed for a cast of Schiller. It seemed to say, "The sweetest boon to the reflective mind is melancholy." That contained a suggestion of brains, which I almost persuaded myself lay behind it.

I did not realize, at the time, how much education that seemingly idle day meant for me; but I found myself involuntarily observing faces more closely after it. Peculiarities of feature and variations in the forms of heads were noticed as never before. Strange that such a trifling incident should help one to understand Froebel more than a whole course of lectures could possibly have done!

ROSA DARTLE.

AUTHORS' DAYS.

JOHN MILTON.

LONDON, Dec. 9, 1608.—Nov. 8, 1674.

First pupil.—"He who would not be frustrate of his hope to write well hereafter of laudable things, ought himself to be a true poem." This is what Milton said of himself. Do you think it was fulfilled in his life?

Second pupil.—It was, for his poems show a deeply religious spirit, and an unwavering trust in God. When he was young, he wrote:—

"Let us with a gladsome mind
Praise the Lord, for He is kind;
For His mercies aye endure,
Ever faithful, ever sure."

Third pupil.—When he was old he said:—

"All is best, though we oft doubt
What the unsearchable dispose,
Of Highest Wisdom brings about,
And ever best found in the close."

Fourth pupil.—Let us hear what other great men have said of him. Tennyson writes:—

"God-gifted organ-voice of England,
Milton a name, to resound for ages."

Fifth pupil.—Macaulay says:—"Milton, the poet, the statesman, the philosopher, the glory of English literature, the champion and martyr of English liberty."

Sixth pupil.—One of his biographers writes:—"Above the seventeenth century towers, in solitary grandeur, the sublime figure of John Milton."

Seventh pupil.—In Wordsworth's sonnet to Milton we read:—

"His soul was like a star that dwelt apart."

Eighth pupil.—We are of course interested in his education. He gained it at St. Paul's school, London; at Christ's College, Cambridge, and in extensive travels abroad. "His studies seem to have embraced the whole circle of human knowledge."

Ninth pupil.—Of his appearance it is said that he had "a slender, vigorous frame, a face full of delicate yet serious beauty."

Tenth pupil.—As to his disposition, "his temper was serious, perhaps stern, but it was a temper which no sufferings could render sullen or fretful."

Eleventh pupil.—Let us consider him as a poet. He is placed second to none, of any age or race, save Shakespeare. These lines of his are true of himself:—

"He that has light within his own clear breast,
May sit 't' th' center, and enjoy bright day."

Twelfth pupil.—He pays a high tribute to virtue:—

"Virtue could see to do what virtue would
By her own radiant light, though sun and moon
Were in the flat sea sunk."

Thirteenth pupil.—Let us hear what he says of nature. Of the dawn he writes:—

"Now morn, her rosy steps in th' eastern clime
Advancing, sow'd the earth with orient pearl."

Fourteenth pupil.—

"Sweet is the breath of morn, her rising sweet,
With charm of earliest birds."

Fifteenth pupil.—

Groves whose rich trees wept odorous gums and balm,
Others whose fruit, burnished with golden rind,
Hung amiable."

Sixteenth pupil.—

"The birds their choir apply; airs, vernal airs,
Breathing the smell of field and grove, attune
The trembling leaves."

Seventeenth pupil.—At mid-day he alludes to—

"The full blazing sun,
Which now sat high in his meridian tower."

Eighteenth pupil.—One of his many descriptions of flowers is this:—

"Under foot the violet,
Crocus, and hyacinth, with rich inlay,
Brodered the ground."

Nineteenth pupil.—I will close with a picture of evening:—

"Now glowed the firmament
With living sapphires; Hesperus, that led
The starry host, rode brightest, till the moon,
Rising in clouded majesty, at length
Apparent queen, unveiled her peerless light,
And o'er the dark her silver mantle threw."

FACT AND RUMOR.

The French Government, through its legation at Washington, has conferred the cross of an officer of the Legion of Honor, upon Dr. H. F. Peters, the astronomer of Hamilton College.

The Vienna town council has voted 10,000 florins to be expended during the winter for penny dinners to poor children.

A periodical will be issued shortly at Breslau, which will be devoted exclusively to the scientific study of the Talmud.

The Methodists have laid the foundation for a university at Lincoln, Nebraska, which will be completed in September, 1888.

The American Board of Foreign Missions was formed in 1810; since then it has received from the church, for its world-wide mission work, over \$18,000,000. The contributions to all the foreign mission societies of the country, have amounted to over \$57,000,000.

Gov. Gordon, of Georgia, says that prohibition by local option has been a success in all the 100 counties, out of 137 in that state, which voted for it.

At the recent meeting of the American Oriental Society, at Johns Hopkins University, Professor Haupt announced that toward the end of the year, a new journal would appear in Leipzig, entitled, "Contributions to Assyriology and Comparative Semitic Philology," edited by himself and Professor Frd. Delitzsch, of Leipzig.

Rev. Dr. Patton, of Princeton Theological Seminary, and Professor Sloane have been prominently mentioned as candidates for the place left vacant, by Dr. McCosh's resignation.

The trustees of Cornell University have voted to provide a new building for the accommodation of students in engineering. The students, in that course, will tender the trustees a reception and banquet in recognition of this action.

Members of the National Academy of Sciences, recently visited Thomas A. Edison's laboratory in Llewellyn Park, Orange, N. J., Mr. Edison has lately perfected a new improved phonograph.

Professor Henry Drummond, who recently sailed for Scotland, spent considerable time while in this country visiting colleges and other institutions of learning, and seeking to stimulate and organize Christian activity among students. He met with much success.

Levi Parsons, one of the pioneer judges of California, whose death occurred not long since, numbered among his gifts \$50,000 to Union College, and a generous endowment for the Parsons library at Gloversville, N. Y.

The late J. B. Cornell, of Lakewood, N. J., frequently made annual contributions to Methodist interests, irrespective of schools and missions, amounting to \$50,000.

THINGS OF TO-DAY.

The Anarchist vote in Chicago, was only about 5,000, the smallest vote ever cast for candidates of that party in that city.

William Astor has subscribed \$100,000 toward the fund for the proposed Episcopal Cathedral for New York.

California is to have a new million dollar soldiers' home.

The latest news from Stanley is that the party are making good progress in their journey.

The police of St. Petersburg have seized a quantity of dynamite that was to have been used by revolutionists.

Small pox is epidemic in the vicinity of Florence, Italy.

In connection with the collapse of the First National Bank of St. Louis, startling disclosures are made of abstraction of funds by the president and cashier.

It is now declared that New York is in no danger of cholera.

Rev. Dr. McCosh resigned his position as president of Princeton College, as increasing age warned him that he must lessen his duties. The institution is in a healthy state, intellectually, morally, and religiously.

O'Brien and Mandeville, on their release, will bring suits for damages against the magistrate, who issued the order for their arrest after the decision on the appeal, and against the officer who arrested them.

Rev. Mr. Berry, of England, who has been offered the pastorate of Plymouth Church, Brooklyn, will consult his old parishioners before making a decision.

An earthquake shock was felt in northern Italy.

The revelations concerning M. Wilson caused a sensation in Paris, and Premier Rouvier threatens to resign unless that person leaves the palace of the Elysee.

Long, the condemned Anarchist, committed suicide by partially blowing off his head with dynamite. Four of the other Anarchists were hanged on Friday, November 11, and the other two will be imprisoned for life.

A committee of the New York Assembly, is considering the subject of telephone charges and methods.

Dr. R. S. Storrs has accepted the presidency of the American Board of Foreign Missions.

A sham battle was fought at Newport, between the North Atlantic Naval Brigade and the military.

The Czar will shortly visit Berlin, and extraordinary precautions are being taken to insure his safety while on his journey.

Warrants have been issued for the arrest of several members of Parliament, who have taken part in home rule meetings.

Efforts are being made to secure the prohibition of socialistic meetings in Trafalgar Square, London.

It is said that Austria is directing her efforts toward Bulgarian independence.

The collection of paintings of the late Catharine L. Wolfe, valued at \$200,000, is on exhibition in New York.

The case against Prof. R. C. Smyth, of Andover Theological Seminary, is to be placed next month on the calendar of the supreme court of Massachusetts on appeal.

Bronchial affections result from catarrh. Hood's Sarsaparilla cures catarrh. Try this medicine.

EDUCATIONAL NOTES.

TO OUR STATE CORRESPONDENTS.—The notes that we now have on hand are appearing as fast as we can get them in, but the pressure is very great. Several times lately, the educational notes have been nearly or quite crowded out by reports, etc., and this is the reason for the apparent neglect of some states. We appreciate the kindness of our various correspondents, and, if they will bear with us a little, their news items shall all appear. Attention to the following points will aid us very materially in arranging the notes:

- Put each item in a paragraph by itself.
- Do not abbreviate names of institutions.
- Write only on one side of the paper.

DAKOTA.

Mr. C. J. Collier, who was graduated at the Albany Normal school, when Mr. D. P. Page was principal, is now superintendent of McPherson county schools.

FLORIDA.

County Superintendent L. W. Buchholz, of Hillsboro county, has issued a pamphlet containing examination questions for the teachers of that county. There are fifty of these on each of the common branches, also in mental arithmetic and pedagogics.

GEORGIA.

Work on the Girls' high school building at Atlanta, is progressing. It will be very handsome and commodious when complete.

The boys' high school building was partly destroyed by fire in October. It was insured, and the loss was very small. Miss McKinley, principal of the girls' high school, has resigned her position, to take effect this month.

ILLINOIS.

H. W. Thurston, formerly of Elk Point, Dakota, has taken the position of teacher of science in the Hyde Park high school.

IOWA.



Iowa has but one State Normal school for the training of teachers. There are many private normal schools, and many of the colleges have didactic departments.

The State School was established at Cedar Falls, Blackhawk county, in the fall of 1876, and has had an unbroken course of prosperity since. Central Hall, the original building is brick, four stories, 90x100 feet. North Hall is brick, two stories, 30x50 feet, is used as a dormitory for young men. South Hall was dedicated in 1883. It cost \$40,000, and has a frontage of 113 feet, a depth of 78 feet, with two wings 32x46 feet. In this building is a beautiful room called the chapel, the principal's office, parlors, and living rooms.

The school has three terms each year: fall term, September to January; winter term, January to April; spring term, April to June. The attendance is about 300 each term. Last June there were 24 graduates from the three years' course, and 4, from the four years' course.

The faculty at the present time is H. H. Seerley, A. M., principal, Psychology and Didactics; M. W. Bartlett, A. M., Assistant principal, Language and Literature; D. S. Wright, A. M., Mathematics; W. N. Hull, A. M., Penmanship, Drawing, and Accounts; S. Laura Ensign, A. M., Geography and History; Anna E. McGovern, B. D., Methods and English branches; Della Knight, Natural and Physical Sciences and Gymnastics; Mary Wheeler Bagg, Vocal and Instrumental Music; Sarah M. Riggs, B. D., Assistant in Language; Miss Laura Chase, Assistant in Mathematics.

KANSAS.

Supt. A. S. Olin, late in charge of the school at Iola, has gone to the Baptist University at Ottawa, as professor of didactics and literature.

The high school department of the Iola schools, numbering 78, is in good condition, having an English and a classical course. The classical course prepares for the State University.

Supt. F. H. Umholtz, late of North East, Pa., is in charge of the schools at Iola.

W. S. Jenks, a graduate of the State University, has the position of principal of the high school at Ottawa.

New school houses are springing up as if by magic in the newer western counties. Meade Center is erecting one to cost \$15,000; Kinsley will have a \$16,000 high school building, and several other towns will invest \$5,000 to \$15,000 in new buildings.

The Agricultural College at Manhattan reports 155 students in the carpenter's department; 85 in sewing; 50 in printing; 35 in telegraphy; 23 in farming; 25 in music; and 3 in blacksmithing. The total attendance is 400.

Salina pays its primary teachers ten dollars more per month than it does its advanced grade workers. Supt. Owen believes in getting the young ideas started right.

MAINE.

The annual meeting of Penobscot County Educational Association, was held at Hampden, November 4 and 5. Papers were presented by H. H. Bryant, principal Oldtown high school; Professor S. B. Rawson, Oldtown; G. A. Byram, principal Bangor Grammar schools; Professor E. E. Philbrook, Castine Normal

school; Professor F. A. Spratt, Hampden Academy; Professor Sweetser, Bucksport Seminary; and professor F. L. Harvey, of the State College. Among educators who were present, and took part in the discussion, were Professor A. E. Rogers, of the State College; Hon. J. Wyman Phillips, Orrington; J. M. Hill, principal Bangor high school; Hon. J. W. Donigan, Bangor; Miss Mary S. Snow, principal Grammar school, Bangor, and many others. The convention resolved in favor of free textbooks, and the abolition of the district system.

The Androscoggin County Convention, also met November 4 and 5. Superintendent Luce discussed, "The Needs of our ungraded Schools." Supt. A. P. Marble of Worcester, Massachusetts, gave an address, "The Proposed Substitute for Brains," and also spoke upon the subject: "Are the pupils in our public schools overworked?" Other educators present were professor Stetson, principal of Auburn schools; Professor G. C. Chase, Bates College; A. M. Edwards, superintendent of schools, Lewiston.

Miss Mary S. Snow, late principal of the Abbott Square grammar school, Bangor, has resigned her position to enter the dry goods business. Principal G. A. Byram, of the East side grammar school, has been elected principal of both schools.

MISSISSIPPI.

Mr. W. I. Davis retires from the U. S. Indian Industrial School at Grand Junction, Colorado, to accept the presidency of the Union Female College at Oxford.

MISSOURI.

Prof. William H. Lynch, formerly of the Salem Academy, and lately principal of West Plains public school, has been offered, and has accepted the principalship of the academy at Mt. Grove.

NEW YORK.

A semi-annual session of the Orange County Teachers' Association, was held at Chester, late last month.

County Institutes.

November 28, Spencerport, Principal Conductor, Prof. J. H. French. November 28, Monticello, Principal Conductor, Prof. S. H. Albro. November 28, Jamestown, Principal Conductor, Prof. H. R. Sanford. November 28, Chatham, Principal Conductor, Prof. I. H. Stout; Associate Conductor, Prof. C. T. Barnes. December 5, Dunkirk, Principal Conductor, Prof. H. R. Sanford. December 5, Greenwich, Principal Conductor, Prof. S. H. Albro. December 5, Manlius, Principal Conductor, Dr. J. H. French; Associate Conductor, Prof. I. H. Stout. December 12, Frankville, Principal Conductor, Prof. S. H. Albro; Associate Conductor, Prof. A. P. Chapin. December 12, Mayville, Principal Conductor, Prof. H. R. Sanford. December 12, Adams, Principal Conductor, Prof. C. T. Barnes; Associate Conductor, Prof. I. H. Stout. December 19, Canajoharie, Principal Conductor, Prof. L. B. Newell. December 19, Jordan, Principal Conductor, Prof. H. R. Sanford. December 19, first district of Steuben county, Principal Conductor, Prof. S. H. Albro; Associate Conductor, Prof. C. T. Barnes. December 19, Saratoga Springs, Principal Conductor, Prof. I. H. Stout; Associate Conductor, Dr. M. V. Lee.

NEW HAMPSHIRE.

Phillips Exeter Academy has a freshman class of 164 and a total of 320 students.

Miss Henrietta J. Wells of class '87, Wellesley College, and daughter of Judge H. J. Wells of Cambridge, Mass., is teacher of music and Greek at the Tilden Ladies' Seminary, West Lebanon. Miss Lucia E. Trevitt, of Mount Vernon, is teaching English literature and history in Michigan Seminary at Kalamazoo.

Miss Nellie A. Bragg, of Lewiston, Me., is assistant teacher in the Nashua High School.

Miss Annie S. Fling, of Bristol, is teaching music at the Southern Female College, at La Grange, Ga.

Charles E. Adams, of Derry, is instructor in the sciences at the Salem, Mass., Normal school.

Prof. George U. Cross, principal of Robinson Female Seminary at Exeter, has received an offer from the directors of the Washington University, St. Louis, to take charge of a large seminary in that city.

ELLEN A. FOLGER.

ONTARIO, CANADA.

The joint half-yearly meeting of the Teachers' Association, of Frontenac and Kingston, occurred at Kingston late in October. An admirable program was presented.

OHIO.

The Arnet Bill which was passed last winter by the General Assembly is just now creating some stir in the school work of the state. This bill made it the right of all colored children to attend the same schools as the whites, if they desired.

In its practical workings this fall it is thoroughly revolutionizing the school work of the state in some quarters. I am safe in saying that a large number of colored teachers are losing their positions because the colored children are attending the schools taught by white teachers. I have not heard of a single case in which the colored teacher is retained to instruct the white or mixed schools. Some of the leading educators of the state are doubting the advantages of the law for the colored people themselves.

PENNSYLVANIA.

County Institutes.

PLACE.	DATE.	PLACE.	DATE.
Chambersburg,	Nov. 28.	McConnellsburg,	Dec. 26.
Ridgway,	Nov. 28.	Middleburg,	Dec. 26.
Huntingdon,	Nov. 28.	Somerses,	Dec. 26.
Lewistown,	Nov. 21.	Mercer,	Dec. 26.
Mauch Chunk,	Dec. 5.	Stroudsburg,	Dec. 26.
Bedford,	Dec. 5.	Uniontown,	Dec. 26.
Carlisle,	Dec. 5.	Tionesta,	Dec. 26.
Mifflintown,	Dec. 12.	Danville,	Dec. 26.
Lock Haven,	Dec. 19.	Honesdale,	Dec. 26.
Scranton,	Dec. 19.	York,	Dec. 26.
Indiana,	Dec. 19.	Holidaysburg,	Dec. 26.
Wilkes-Barre,	Dec. 19.	Towanda,	Dec. 26.
Milford,	Dec. 19.	Bellefonte,	Dec. 26.
Sunbury,	Dec. 19.	Butler,	Dec. 26.
Shenandoah,	Dec. 19.	Bloomsburg,	Dec. 26.

Lewisburg,	Dec. 19.	Meadville,	Dec. 26.
Kittanning,	Dec. 19.	Clarion,	Dec. 26.
Beaver,	Dec. 26.	Clearfield,	Dec. 26.
Franklin,	Dec. 26.	Brookville,	Dec. 26.

SOUTH CAROLINA.

There were no State Normal Institutes this year. The legislature failed to make the necessary appropriations last winter.

Dr. Samuel A. Baer, of Florence, conducted two institutes—one for white, the other for colored teachers—at Union; the colored teachers' institutes in Aiken and Barnwell counties, and the Manning and Sumter counties', inter-county institute for white teachers, at Sumter.

Wm. S. Morrison of Greenville, had charge of the county institute (for white teachers) of Aiken, Barnwell, and Oconee counties. At Aiken he was assisted by Mr. Frank H. Curtis; at Oconee by Messrs. R. Means Davis, H. B. Archer, M. Glover, and Miss Fannie C. McCants.

Mr. W. H. Witherow, Winnsboro, conducted Institutes at Winnsboro and Lexington.

J. A. Campbell, who has had charge of the White Horse Academy Greenville county, has taken charge of the Academy at Lancaster. The outlook is good for a graded school there in January.

Mr. Frank Sheridan, formerly of Holly Hill Academy, is now a teacher in the Bennettsville graded school.

Williamston is building a house for her male academy. Mr. L. S. McSwain has been elected principal. Families are moving there to get the benefits of this school and of the Female College which under Dr. Lander's skillful management has long been in successful operation. Real estate is advancing, and Williamston believes that good schools pay.

Mr. Henry G. Reed, formerly of Anderson, has been elected president of the female college at Wallhalla.

Greenville. State Correspondent.

Wm. S. MORRISON.

TENNESSEE.

Dr. G. W. Hubbard, for several years Dean of Meharry Medical College in Nashville, remains in charge this year. Dr. Hubbard has been an earnest worker in the educational field in the South for twenty years, both in public schools and in institute work. Meharry Medical College has been for years the only medical school south of the Ohio for colored men. Sixty colored physicians have been sent out from this institution who have reflected honor on the profession, and to their Alma Mater. The success of the college is due to the untiring energy and faithfulness of the Dean.

Dr. Braden enters upon his twenty-first year as president of Central Tennessee College. Under his management the school has grown from a primary school to an incorporated college.

The normal department of Central Tennessee College has promising prospects for the future. The course of study has been enlarged, and a library for the department is in prospective. Already eighty books have been contributed by leading firms.

VIRGINIA.

The superintendent of Bedford county writes that the normal school conducted during the past summer at Bufordsville by Prof. C. B. Tate, was largely attended, and proved a complete success. There was also a short normal institute held in Chesterfield county, continued for two weeks.

In Cumberland county, the local superintendent has delivered some interesting addresses to the teachers.

Dickinson county is said to have secured a very superior grade of teachers. Two institutes were held during the vacation in Halifax county, and in Highland a reading circle has been organized.

An interesting summer normal institute was held in Mecklenburg county. All the above mentioned institutes were local, and supported by the voluntary contributions of the teachers in attendance, and were entirely independent of the nine Peabody institutes held during the summer in various parts of the state.

The University of Virginia began its session with a largely increased attendance over last session. The increase in the medical department over last year was fully forty per cent., with an almost corresponding increase in the law, scientific, and academic departments. New students continue to arrive every day, and it is probable that the number of students will be the largest since 1867. Prof. Milton W. Humphreys, who succeeds Prof. Wheeler in the Greek chair, has arrived, and is making a fine impression among his associates and students.

Prof. W. Gordon McCabe, Head Master of the university school in Petersburg, read Capt. James Barron Hope's poem which was delivered at the approaching ceremonies attending the laying of the corner-stone at the Robert E. Lee equestrian monument in Richmond. Capt. Hope finished the poem the night previous to his death. No better selection could have been made than Prof. McCabe, who was a warm personal friend of the deceased poet, and is a scholar and orator of national reputation.

Onancock. State Correspondent.

FRANK P. BRENT.

WISCONSIN.

The Milwaukee Normal school gives a one year's strictly professional course to those who are prepared to profit by it.

Prof. T. H. Kirk, formerly connected with the Winona Normal school, fills the position of institute conductor for the River Falls Normal school, succeeding State Superintendent Thayer.

Miss Margaret Conklin, of Milwaukee, has been appointed teacher of geography, and Miss Sarah Whittaker, formerly of the Winona Normal school, teacher of English language and literature in the Whitewater Normal school.

According to the rules of the Portage school board, no person is employed as teacher in the city schools, who has not had at least three terms' experience in teaching.

There is a remarkable increase in the number of pupils receiving instruction in the German language in Milwaukee, during the past two years. Last year more than 13,000 pupils received this instruction, while in 1885, the number reached only 6,800.

WASHINGTON, D. C.

Mrs. Ida C. Bittenbender, who is a candidate for the Supreme Bench in Nebraska, received her diploma in 1876, from Mrs. Louise Pollock and her daughter Miss Susie Pollock, principals of the Washington Normal Kindergarten Institute, whose graduates fill many places of trusts and honor in this country. Mrs. M. E. Mann, who graduated from this institution in the same

year, opened the first public kindergarten in Illinois, which is still in existence, while Mrs. P. Riddell, who graduated in 1881 carried the kindergarten to the Indians in Tahlequah, Indian Territory.

NEW YORK CITY CORRESPONDENCE.

MUNKACSY'S GREAT PAINTING, "CHRIST ON CALVARY."

The universal approval and high appreciation bestowed upon this painting by the clergy and the press of all lands is sufficient indication of its great value as a masterpiece of art.

We are advised officially by Mr. Sedelmeyer, the proprietor of the painting, that he will supply to all schools in New York and Brooklyn student's cards which will entitle the bearer to admission at half price.

LECTURES ON THE KINDERGARTEN.

Miss Angeline Brooks gave her third kindergarten lecture last Friday (Nov. 11). In the first lecture she gave an outline of Froebel's system which "makes the loving heart of more importance than the thinking head, or the skilled hand." Froebel, a devoutly religious man, believed that the end of all education was to fit the human being for union with God; hence the importance he gave to moral training.

His system emphasizes especially four things—(1) The importance of early education, beginning even in the nursery; (2) The use of material things as a means of education; (3) The law of unity as a guide in using these means; (4) Utilizing the play instinct of children.

In the second lecture upon "The Kindergarten Play and the Plays," Miss Brooks defined the kinds of play natural to each stage of the child's growth. First in his infantile exercise of limbs and hands by which the child gets acquainted with his own powers; then his plays with other children, in which he learns that he cannot live for himself alone—that others have rights which he is bound to respect. This leads to discipline of the will. From the social plays of children comes also exercise in invention and imagination.

The third lecture was a description of each of the ten gifts, which were present in the reality—while their uses and manipulation were shown. This exercise confirmed the truth of one of Miss Brooks' statements that "no verbal description of these ten gifts can give a just idea of the educational possibilities which they contain. To understand them in their full value, they must be seen in practical use under the skillful handling of one who has studied them thoroughly in their adaptation to the child."

GRAMMAR SCHOOL No. 47.

This school has been known as the "Twelfth Street school." Miss Wadleigh, of the Normal College, gave it a splendid reputation; it still is worthy of its old renown, but new schools in the upper part of the city are drawing powerfully, and there is not the pressure to obtain entrance that once existed. Mrs. Cowles the principal of the girls' grammar department has sound views on education, and spares no pains. A brief visit in the primary department found the principal, Miss Requa, surrounded by a group of eager and interesting pupils. It seemed a pity not to see them at their lessons, but time forbade.

GRAMMAR SCHOOL No. 2.

While the new structure in Henry street is being completed, the school has excellent quarters that face on Water street. The new building is to be one of the best in the city, with every appointment for comfort and convenience. Mr. Haggerty, principal of the boys' department, is a great favorite in this part of the city. Not knowing the change into these quarters, the reporter was surprised to see an army of boys issuing from the Sailor's Exchange.

"What boys are these?"

"Mr. Haggerty's, sir."

They were well-behaved and have the material of good men in them. Some maps by Master Burke show unusual ability. We hope to describe them fully.

The November reception of the New York Teachers' Association is given to-day (Nov. 19) at 2 P. M. in Chickering Hall. Rev. George Thomas Dowling, D.D., of Ohio, will lecture on "The Good Old Times." Miss Lily Runals and Prof. Minor C. Baldwin will contribute music and recitations.

A Saturday morning class in Higher English and French has been started at the Gramercy Park School. One of the teachers, Miss Annie G. Webb, is a graduate of Cambridge University, England.

THE AMERICAN INSTITUTE.

The annual exhibition of the American Institute Fair, is open now at its hall in 63rd street and Third avenue. This is a grand place for the school children to learn about the latest inventions, uses of electricity and machinery. There are all kinds of interesting exhibitions crowded into this one—art, mechanics and manufactures. It is believed to be the best exhibition of many years. As an educative element in this city, it ranks very high, and it is appreciated by teachers.

THE LECTURES IN THE UNIVERSITY.

The history of pedagogy as related by the occupant of the new chair in the University is not so dry a subject as some people might imagine. The lecture on Socrates was quite a surprise to those who had never looked on the old philosopher before from an educational standpoint. That he was really an "educator" Dr. Allen showed quite conclusively. Numerous illustrations of his marvelous "method" were given, some of which were amusing as well as instructive. Like all great methods they can be reduced to principles which any who take pains to understand may learn to apply.

From Xenophon we get an admirable ideal education such as he imagined Cyrus should have had. Whether the great Persian ever did receive such a training or not no one can say, and if it could be told it would make no difference with Xenophon's admirable conception of what a perfect training should be.

LETTERS.

LEARNING THE MULTIPLICATION TABLE.—Will you please tell me the easiest way of learning what is commonly known as the multiplication table?

Allow the pupils to have pegs or beans at their seats with slates and pencils ready for work. The teacher at the board works with the pupils.

"You may take 7 pegs. How many times did you take 7? How many pegs have you? Then how much is one seven, or 1×7? You may write it with me." Class then read it.

"Take another 7. How many 7's have you now? How many times have you taken 7? How many pegs have you? Then how many are 2×7?" Class writes and reads both facts.

"Take another 7. How many 7's now? How many times have you taken 7? How many pegs? Who will tell me what to write?" All write and read the three facts.

After the pupils have learned one table give them objects and have them independently construct the others. It is good busy work.

Or show them that 2×7 is the same as 2 7's and allow them to use both ways of repeating.

Still another way for those accustomed to adding columns:

$$\begin{array}{r} 7 \\ 7 \\ 7 \\ \hline 21 \end{array}$$

14 21, etc.

E. A. P.

HOW TO TEACH THE PRIMARY COLORS.—How can I best teach the primary colors to a class of twenty little ones?

A. R. L.

Blue is the best one to begin with, as it is the greatest favorite among the colors. On a clear day, when the sky is a deep blue, ask, "Who can see something that is blue?" Among other things some will say that the sky is blue. Call the attention of all the class to this color in the sky, so that those who have not heretofore learned blue, may do so now. Then select from a box containing bits of colored ribbons, a blue one, asking the class its color. Have a number of them give in turn the color of the ribbon. Then ask them to find the blue ribbons in the box, or the blue beads, among an assortment of beads. Next have them name the articles in sight, or something blue which they can think of. If there be any mistakes, they can be rectified by a comparison with the blue ribbon. Ask the children to bring to the next recitation articles of a blue color. If it is spring or summer, and there are many flowers in the vicinity, have blue ones brought in. Lessons on the other colors may be given on this same plan, and when the seven colors have been completed, give a general lesson, using a box of assorted ribbons, and beads, and a bouquet of many colored flowers.

Next, instead of speaking the names of objects and colors, write them; when they have been learned in writing, have an exercise like this. Write sentences on the board somewhat as follows: The ball is blue, the hat is red, the flower is yellow, etc., having the objects on the table. Touch an article, calling on a pupil to indicate the sentence relating to it, or pointing to the sentence, have the article designated, selected and held up by pupils.

THIS AND THAT.—I have a class composed chiefly of foreigners, and find the greatest difficulty in teaching them the difference between *this* and *that*, *these* and *those*. Can you suggest a way?

A. F. M.

Take a book, and place it on the table before you. Take another and put it on the window-seat, some distance away. Touch the book on the table, saying very slowly and with slight emphasis in the first word, "This book is on the table." Point to the one in the window, saying, "That book is in the window." Repeat a number of times, then request several pupils to come one by one, to the desk, and say the same thing. Next, indicate a boy near your desk, saying, "This boy is named John," then one in the back of the room, saying, "That boy is named William." Explain to the class that you say *this* when speaking of the person or object near you; *that* when speaking of the one farther away. Have other pupils go through this exercise, referring to the children near them and those across the room. On the next day have the class recall the exercise of the previous day, and let them try the same with greater distances, as, "this room, that room," "this house, that house," etc. Next write somewhat as follows using, of course, words which the children know:

This door—that door.

This book—that book.

This bell—that bell.

Have these blanks filled orally, so that the sentences will be expanded; for instance:—

This bell is larger than that bell.

DANGERS THREATENING OUR REPUBLIC.—What do you consider the greatest dangers threatening our Republic?

A. J. S.

The greatest danger threatening our country is want of personal honesty. Knowledge is an injury to a man who is not good, for he will surely use it to advance some bad purpose. Temperance implies self-control, and self-control implies a desire to conquer self, and this is the very

element of goodness. A bad man is bad because he wants to be bad, and all the laws that Congress can make during the next hundred years will never make a single bad man a good man. All the great dangers threatening our republic—and they are many—come from the eggs of one old viper; its name is evil principle in the heart. Our schools must make children desire and will to do what is right.

LONG DIVISION.—In some later issue, will not one of your contributors give me the best method of teaching long division?

H.

Let the following four steps be written on the board, and kept there until perfectly learned:

1. Bring down.
2. Find how many times.
3. Multiply.
4. Subtract.

Impress on the class that for every figure brought down, there must be a corresponding figure in the quotient.

Before beginning any example, have a table of the divisor made in one corner of slate or paper. Suppose it to be a simple number, as $3 \times 11 = 33$; $3 \times 12 = 36$ or 36. Tables can be made very quickly by this method of adding the number whose table is being made to the last result. When the table is done (and pupils will soon learn to do this very rapidly, making one of 33 as easily as they formerly did of 3), the work is practically finished. To divide 3 into 13, the pupil glances at his table, sees that 12 is the next lower number in it to 13, observes that the multiplier is 4, puts it in the quotient, and proceeds according to steps 3 and 4.

ORAL SPELLING.—Should pupils who are learning to read by the word method spell the words orally?

J. E. G.

They should when sufficiently far advanced to spell at all. On first learning a word pupils should not be taught the letters composing it, but learn it as a whole.

It has been found by experience that many pupils become good spellers without any oral spelling. The writing of the word, fixes its parts in the mind. We spell in practical life, as we write, and there are thousands of persons who are guided, as to the correct spelling of a word, by its looks after it is written. As educational philosophy is more studied, it is found that oral spelling has much less value as an educational force, than it was formerly supposed to have. Here is a field for careful investigation. Let our readers enter upon it without prejudice.

WRITING OF WORDS.—Should they be given the whole words to write at once, or wait until they have been drilled upon the script letters separately?

J. E. G.

They should of course be given the whole word to write. The letters of a word do not concern them until the whole word has been learned.

OPINIONS CONCERNING REPRODUCTION STORIES.

TESTIMONIES FROM DIFFERENT ONES.

I have been using your "reproduction exercises" in my school, for the past two years, with satisfactory results, and find them valuable as a means by which attention and memory are both developed and cultivated. Orthography, synthesis, and punctuation are also incidentally learned to a considerable extent. I should be sorry to see this department omitted.

M. E. MOORES.

I am using your "reproduction exercises" with surprising success. I find it a good way to arouse pupils to composition writing. It is astonishing how exactly they can reproduce these little stories. They never know when they will be given. I always take them by surprise, and especially when I find them growing restless. As soon as I announce the exercise to the class, every slate and pencil is ready and they are eagerly waiting for me to begin.

J. H. KELLER.

By no means think of dropping your publication of "Stories for Reproduction." This feature of your papers is most highly prized by our teachers. The stories are used almost universally by our teachers in the grades for which they are intended.

L. MCCARTNEY.

I value "Reproduction Exercises" highly. I use such exercises often in my school, and should be glad to have them given more frequently. The suggestive pictures also are good. My scholars enjoy writing a story from a picture and want to do it oftener than I require it.

CLARA D. LOOMIS.

Since I have had "Reproduction Stories" in my school, the spelling, language, writing, and diction have improved rapidly. I take the last twenty minutes Friday afternoons for this exercise. The papers are taken home, corrected, and from the result a very good spelling and language exercise for Monday morning may be made. A list of the misspelled words is correctly written on the board, and the scholars form sentences containing them. Errors in language are pointed out, and as a reward of merit, the best exercises are shown to the school. I find this an incentive to better work.

A. M. D.

BOOK DEPARTMENT.

NEW BOOKS.

PRIMARY METHODS. A Complete and Methodical Presentation of the rise of Kindergarten Material in the Work of the Primary School. By W. N. Hallmann, A.M. A. S. Barnes & Co.: New York and Chicago. 166 pp.

There is a growing and persistent demand among primary teachers for "busy work," "kindergarten methods," and any other means of manual occupation for the younger school children. This volume upon the important subject of primary methods, is the result of careful experience, and a thoughtful study of children's needs in the school-room. It unfolds a systematic course of manual training in connection with arithmetic, geometry, drawing and other school-studies. The first chapter, upon "Thought Before Words in Expression," is based upon the principles of Pestalozzian education, which is, "things before ideas," and "first the thing and then its symbol." In the next chapter the author marks out a course of study, according to the principles of Froebelianism. The rest of the book is occupied with the detail of primary work, as indicated by the numeral form, counting blocks, folding sheet, plastic clay, cutting and mounting, card-board work, fraction strips, splints, sticks and peas, and other appliances whereby children may be taught the most important things in a practical manner, yet being to them the same as play. This book will supply teachers with the needed means and directions for the methodical, systematic, economical, and efficient use of the occupations described, and will at the same time guard them against the evils of random "busy work."

SONGS, GAMES, AND RHYMES, for the nursery, Kindergarten, and primary school, with notes and suggestions. By Eudora Lucas Hallmann. Publishers, Milton Bradley Co., Springfield, Mass.; Thomas Charles, 75 and 77 Wabash Avenue, Chicago. 169 pp.

The preparation of songs and suitable music for children is fast becoming an art, and it seems that books on that subject are growing better and better with each new publication. The present volume is presented by the author, to parents, kindergartners, and primary teachers; and consists of songs and games, that will aid in meeting the demand for wholesome, elevating music, with words suited to the thoughts and feelings of very young children. The love of rhymes, and jingles, is as natural to children as the desire to play, and any music set to words, attractive and instructive, and used daily, will do much toward laying a foundation upon which to build a good education. The lessons taught all through this book are excellent; reverence, enthusiasm, conscientiousness; sentiment, free from sentimentality; freedom, not lawlessness; a rich imagination, grace; being, not seeming; and many others equally good. There are opening songs, closing songs, songs and games of the seasons, weather songs and games, songs and games of animate nature, trades and occupations, marches and movement plays, ball games, finger and hand games, with thirty others of a miscellaneous character. The notes and suggestions, accompanying the songs, will be of great use to those teachers who have not been accustomed to the previous use of song games.

THE LEADING FACTS OF ENGLISH HISTORY. By D. H. Montgomery. Revised Edition. Boston: Published by Ginn & Co. 415 pp. \$1.25.

The materials of which this volume is composed were gathered, principally, by the author during several years' residence in England, and he has aimed to present the result of efforts of these years in such a manner that the great law of national growth shall be illustrated in the light thrown upon it by the best English historians. The body of the book consists of ten chapters, table of principal dates, descent of the English sovereigns, list of books, statistics, and index. Scattered through are found fourteen maps,—the one representing England and Wales, forming a frontispiece, is of fine workmanship. The volume opens with Britain before written history begins, and describes the country,—passing on in the history of the nation, we find "The Age of Polished Stone," "The Bronze Age,"—later on, the coming of the Saxons and Normans, the self-destruction of feudalism, and a great variety of the most interesting and attractive subjects found in connection with English history. The last chapter touches the important point, India gained; America lost; Parliamentary reform, and government by the people. This being the second edition, it has been carefully revised throughout. The book is written in a very easy and attractive style, which is one of its charms.

THE YOUNG MAROONERS ON THE FLORIDA COAST; OR, ROBERT AND HAROLD. By F. R. Goulding. WITH THE KING AT OXFORD: A Tale of the Great Rebellion. By the Rev. Alfred J. Church, M.A. New York: Dodd, Mead & Co.

The Young Marooners will probably be quite a new book to the girls and boys of the present generation, while the youngsters of thirty years ago will welcome the story as a friend of their happier days. This new edition, illustrated and enlarged, will bring fresh delight to lovers of adventure whatever may be their ages. An introduction by Joel Chandler Harris (Uncle Remus), and a preface by the author give some very interesting facts about the story.

It was first written to amuse and instruct Dr. Goulding's own family of young people; his object of explaining many facts in nature and many useful expedients in practical life found expression in a story which also includes a continuous series of adventures such as might easily have occurred to a party of young marooners, and for the benefit of those who don't know what marooning is, a convenient synonym is, "roughing it." In this case, however, it is "roughing" of a sort which makes the subject of it smoother in morals and manners; and in every way manlier and better.

The extraordinary popularity of the story is likely to increase with every edition. It is a sort of Rollo book and Swiss Family Robinson in one; and there could hardly be found a more acceptable Christmas gift for young people.

Almost equally interesting, in a different way is the story of the young student of Oxford in the time of King Charles I. The account of his leaving his studies to serve with the King at the Naseby fight; and of the exciting times that came after, with the trial and execution of "Stuart" and glimpses of Cromwell and other celebrated historical characters forms a strong and absorbing story, full of life and at the same time with such a flavor of history as every intelligent reader can enjoy. The illustrations are numerous and striking.

ECLECTIC SERIES.

DEUTSCHES ERSTES LEBEUCH. Für Amerikanische Schulen. von W. H. Weick und E. Grebner. 112 pp. 30 cents.

DEUTSCHES ZWEITES LEBEUCH. 144 pp. 41 cents.

DEUTSCHES DRITTES LEBEUCH. 191 pp. 50 cents.

DEUTSCHES FERTES LEBEUCH. 272 pp.

DEUTSCHES Fünftes LEBEUCH. Für Amerikanische Schulen. von W. H. Weick und E. Grebner. 351 pp. Van Antwerp, Bragg & Co. Cincinnati, Boston, New York.

This beautiful series of German Readers, is equal in attractiveness and value to any of the best English readers of the same grade. They are designed for German and English classes; they contain valuable exercises for translation, are fully illustrated by the first artists of the day, and are superior to any other German Reader.

In the **FIRST READER**, the stories and reading lessons, are easy and attractive,—at the end of each one is a list of words with the same word following translated into English. There is a good deal of conversation in the lessons which is always a most pleasing style for little children, as it is the most natural. The illustrations are new and of the best workmanship. Script in the German language with German letters is found all through, and at the close of the book is a series of lessons in English, designed to be translated into German. These lessons treat of nouns, gender of nouns, plural of nouns, position of adjectives, pronouns, and exercises embracing these points.

The **SECOND READER**, is a step in advance of the first, following the same plan, the reading lessons being a grade in advance both in prose and poetry. The pictures are beautiful and the book is attractive on every page. Here we find entire lessons in script.

In the **THIRD READER**, which still is an advance, is found, in the translations, the verb, the predicate, an adjective, a noun, classes of sentences, modifying words, case and declension. Letter-writing is also introduced. The stories are for older people and show an advance in thought and expression. The illustrations are as attractive as in the previous books of the series.

The **FOURTH READER**, shows a marked progression. The stories are biographical, historical in many cases, while the poetry contains some of the choicest selections from the favorite poets of Germany. The twenty-four lessons in translations discuss compound nouns, compound adjectives, tenses, prepositions, and miscellaneous exercises. The illustrations are suggestive, some of them being almost full page.

In the **FIFTH READER** we find history, biography, poetry, descriptions, wise and short sayings of noted persons, and stories of a more advanced nature. There are a few illustrations, consisting of portraits of eminent persons, to which is often added a biographical sketch. The translations have been arranged to meet the wants of older and more advanced pupils. As a series it would be a difficult matter to find one of greater value in all respects.

ROMANTIC LOVE AND PERSONAL BEAUTY. Their Development, Casual Relations, Historic and National Peculiarities. By Henry T. Finck. London and New York: Macmillan & Co. 560 pp. \$2.00.

The title alone of this book, will in many cases, secure for it a cordial reception. It is very entertaining, and though all its readers may not see things as the author does, many will enter into the spirit, and all will acknowledge the volume to be the result of careful thought. It is composed largely of quotations, but shows traces of wide reading, a good memory, and excellent taste. The quotations, too, are connected by a philosophic train of reasoning, while the entire aim and design of the book is, to show that Romantic Love, or that kind of love which a lover is supposed to feel for his mistress, is a thing of recent growth or development in the race. That the book is well written no one will deny, but, as to the exact right of the author to set the time in which a pure love was first brought into the nature of man and woman, many of his readers may question, and perhaps doubt. Some of the topics discussed are: Evolution of Romantic Love—Overtones of Love—Love Among Animals—Greek Love—Roman Love—Medieval Love—Modern Love—Confugal Affection and Romantic Love—Kissing—Past, Present, and Future—How to Win Love—How to Cure Love, and a vast number of similar topics. It is a plain fact to the reader of this book, that the author designs Love to be something that can be put on or off at pleasure—belong to a different type entirely, and as a different emotion, in the various nations, which compose the world. He may be right, but is the world ready yet for the promulgation of the doctrine? To be thoroughly appreciated, however, the book must be read with an unbiased mind.

THREE GOOD GIANTS. Compiled from the French by John Dimitry, A.M. Illustrated by Gustave Dore and A. Rodida. Boston: Ticknor & Company, 211 Tremont Street. 246 pp. \$1.50.

This very fascinating volume, both in appearance and illustration comes in anticipation of the approaching New Year. It contains the history of the three good giants, whose famous deeds are recorded in the ancient chronicles of Francois Rabelais. The author has, in a wise manner, and with difficulty unearthed their history, and after clearing away the rubbish and coarseness which surrounded it as it came from the pen of Rabelais, admits that he did not stop until he had left the famous trio, Grandgousier, Gargantua, and Pantagruel, high and dry above the coarseness and profanity of their original surroundings. According to the author of this book, there are three very superior giants and not at all like the thunder-voiced, great-toothed kind. There are forty-three chapters giving their history—ten full-page illustrations, and one hundred and sixty-three smaller pictures, which embellish it. In all impossible, strange, and unique pictures, this volume excels, and this fact will make its fascination all the greater to giant loving boys and girls. The book is tastefully bound with embellished covers, and orange edges.

THE GIANT DWARF. A Story for young and old. By J. A. K. 400 pp. \$1.25.

J. A. K. has become a favorite author among young people. His stories are full of good lessons, and overrunning with interest. The present volume is designed for old as well as young, and is a plain, simple, but eminently good story. There is much that is true in it, woven together with enough of fiction to hold the reader's interest, and combined, makes a narration of German and American life that is exceedingly natural. The giant dwarf is a character to be admired, and modeled after by any boy.

This volume from the pen of J. A. K. is as welcome as any that have preceded it from the same author.

D'AULNOY'S FAIRY TALES. Translated by J. R. Planche. Illustrated by Gordon Browne and Lydia F. Emmet. George Routledge & Sons. New York: 9 Lafayette Place. London: Ludgate Hill. 468 pp. \$1.50.

The fairy tales of Countess d'Aulnoy have delighted old and young for nearly two hundred years, and this large volume contains twenty-two translations of her most celebrated tales. The originals required some revision and alteration in their details, in order to be perfectly unobjectionable to the English reader; but the translator indulges the hope that a new interest will be imparted to the old favorites by this revision. The tales are not only amusing fictions, but curious reflections of the courts of Versailles and Madrid, at the close of the seventeenth century; the dress and manners of the time, are accurately described, and the pomps and pastimes scarcely exaggerated. The author has appended foot-notes, when he deemed it necessary, for explanation. As the day of love for fairy tales has not yet passed by, this book will be welcomed and fully appreciated, by young people at least. It abounds in illustrations befitting a book of the kind, and on the first page of the preface, will be seen a full length portrait of the Countess d'Aulnoy, taken from a rare print. The covers are illustrated with all kinds of fairy figures, in picturesque confusion.

REPORTS.

NEW JERSEY SCHOOL LAWS. Hon. Edwin O. Chapman, State Superintendent.

This is a volume of 197 pages, substantially bound, and contains a revision of the school laws of that thriving state, together with rules and regulations for school officers, decisions by the state superintendent, blanks and forms for school officers, and a very complete index. It will be of inestimable service to superintendents, school officers, and others.

RECENT ADVANCES IN ELECTRICITY, including articles by the editor of *Electrician*, of London; Prof. Thomson, of London, and Prof. Edison. Edited by Henry Greer, member of the Electrical Society, American Geographical Society, etc.

As the title implies this volume contains a summary of the results of the latest researches in electrical science. Some of the general principles of the science are stated and then the Brush Storage Battery, the Plante's Battery, and other improved batteries are described. The Edison Electric meter, and an electric clock are also described. The subject of telegraphing from moving trains is given an extensive consideration, as is also that of navigable trains of air ships, electricity being the motive power. The volume closes with an exhaustive article on the production of electricity directly from fuel, by Mr. Edison.

REPORTS CONCERNING THE PUBLIC SCHOOLS OF WILMINGTON, DEL., 1886-'7. David W. Harlan, Superintendent.

There were no radical changes nor startling events during the year; the work of the schools went on steadily and with great energy and the friction in nearly all of the schools was at a minimum. Some idea of the work may be obtained from the statistics. The population of the city is estimated at 55,000; number of days the schools were taught, 198; number of school houses in use, 24; number of sittings in all the day schools, 7,640; whole number belonging to schools, 8,814; number of teachers, 167; highest salary, \$1,300; lowest salary, \$300; teachers without salary, 6; average attendance of day schools, 6,170. The schools appear to be in good hands and to be prospering.

ANNUAL REPORT OF THE SCHOOL COMMITTEE OF PAWTUCKET, R. I., 1887. Alvin F. Pease, Superintendent.

The superintendent pays a high tribute to the teachers when he says that the rapid advance made by the schools toward unity, harmony of progress, and systematic development would have been utterly impossible without special zeal and effort on the part of the teachers to work in accordance with the plans given them. In three years the teaching force has been increased 38.3 per cent, and a large proportion of the new teachers were graduates of the high school, although some excellent teachers were obtained from abroad. Like a great many other prosperous and growing cities, Pawtucket is in need of more school houses and the superintendent recommends that early steps be taken to supply the need.

BOOKS RECEIVED.

Ca Ira! or Danton in the French Revolution. A Study by Laurence Gronlund, A. M., author of *The Co-operative Commonwealth*. Boston: Lee & Shepard. \$1.25.

The Boyhood of Living Authors. By William H. Rideing. New York and Boston: T. Y. Crowell & Co.

Men, Places, and Things. By William Mathews, LL.D. Chicago. S. C. Griggs & Co. \$1.50.

Millennial Dawn. Vol. I. The Plan of the Ages. Allegheny Pa. Tower Publishing Co. \$1.00.

A Bunch of Violets. By Irene E. Jerome. Boston: Lee & Shepard. \$3.75.

Universal History. Four Vols. Modern History. By Arthur St. George Patten, B. A. \$1.50. **Ancient History.** By George Rawlinson, M. A. \$1.50. **Medieval History.** By George Thomas Stokes, D. D. \$1.50. **Geological History.** By Edward Hull, M. A. \$1.25. Philadelphia: J. B. Lippincott Co. Set \$5.75.

Complete German Manual for High Schools and Colleges. By Wesley C. Sawyer, Ph. D. Chicago: Jno. C. Buckbee & Co. \$1.20.

Natural Law in The Business World. By Henry Wood. Boston: Lee & Shepard. 30 cents.

The Factors of Organic Evolution. By Herbert Spencer. Humboldt Library. New York: J. Fitzgerald. 15 cents.

A Voyage to Abyssinia. By Father Jerome Lobo, New York: Cassell & Co. 10 cents.

The Young Marooners on the Florida Coast; or Robert and Harold. By F. R. Goulding. Introduction by Joel Chandler Harris. New York: Dodd, Mead & Co.

The Earth Trembled. By Edward P. Roe. New York: Dodd, Mead & Co.

Elsie's Friends at Woodburn. By Martha Finley. New York: Dodd, Mead & Co.

With The King at Oxford. A tale of the Great Rebellion by the Rev. Alfred J. Church, M.A. Illustrated. New York: Dodd Mead & Co.

Stories of The Magicians. By Rev. Alfred J. Church, M.A. New York: Dodd, Mead & Co.

A Border Shepherdess. A Romance of Eskdale. By Amelia E. Barr. New York: Dodd, Mead & Co.

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OTHER NEW PUBLICATIONS.

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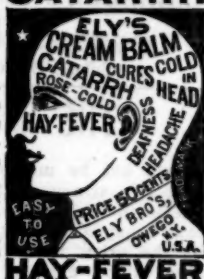
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came away he said the sermon was good,
but the minister didn't seem to have good
terminal facilities.

"Remember the example of George
Washington, my son," said the careful
father. "Who was George Washington,
papa?" queried the hopeful. "Why, he
was the man who couldn't tell a lie, of
course." "What was the matter with
him—couldn't he talk?" There was much
anxiety in the paternal mind as to the
youngster's future.

Librarian (recording the condition of a
book): "Page 47, a hole (turns the leaf),
page 48 another hole."

Wife: "In the game of lawn tennis, my
dear, what is the most difficult thing to
acquire?" Husband: "The lawn."

One day at the table Cyrus, a Virginia
darkey, said to his brother Cassius, who
had spent a winter in Washington:

"Gimme some 'lasses, Cash."

"You mustn't say 'lasses, Cy," corrected
Cassius; "you must say 'mo'lasses."

"Ugh!" grunted Cyrus; "how's I
gwine to say 'mo'lasses when I hain't had
none yit."

Kentucky wife—"I see by the papers,
John, that scientists agree that the human
body is composed largely of water."

Husband—"Yes, and yet there are per-
sons foolish enough to think they can
compel me to put more of it into my
system."

"Please send me a key to your Third-
grade Arithmetic," wrote a Georgia
teacher to the author; and the author
replied, "Dear sir, it has no key; it is a
stem-winder."

IMPORTANT.

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She: "Freddie, how often have I told
you not to play with your soldiers on
Sunday?" He: "Yes; but, mamma, this
is a religious war."

"John, did you take the note to Mr
Jones?" "Yes, but I don't think he can
read it, sir." "Why not, John?" "Be-
cause he is blind, sir. While I was in the
room, he axed me twice where my hat
was, sir, and it was on my head all the
time."

ADVICE TO MOTHERS.

MRS. WINSLOW'S SOOTHING SYRUP should al-
ways be used for CHILDREN TEETHING. IT
SOOTHES THE CHILD, SOFTENS THE GUMS, allays
all pain, CURES WIND COLIC and the BEST REM-
EDY FOR DIARRHŒA. 25 CTS. A BOTTLE.

A young man wrote to a minister ask-
ing to be admitted to membership in the
church, and signed himself John Smyte.
The pastor wrote back requesting to know
if the applicant was a "professing chrys-
tiane."

Why is it a crime for a banker to enter
into a partnership with a blacksmith?
Because it is a forgery.

My boy (three years old) was recently taken
with cold in the head; his nose was stopped up
for days and nights so that it was difficult for
him to breathe and sleep. I called a physician
who prescribed, but did him no good. Finally I
got a bottle of Ely's Cream Balm. It seemed to
work like magic. The boy's nose was clear
in two days, and he has been all right ever since.
E. J. Hazzard, New York.

My daughter and myself, great sufferers from
catarrh, were cured by Ely's Cream Balm. My
sense of smell is restored. C. M. Stanley, Shoe
Dealer, Ithaca, N. Y.

Small Boy: "Do you believe in the
Fourth of July?"

Small girl: "No, I don't. So, there!"

Small boy (in a shocked tone of voice):

"My! Where do you go to Sunday-

school?"

By the Sad Sea Waves. "Ethel, dear,
you are looking pale and ill this morn-
ing." "Yes, mamma; I went in bathing
yesterday and got my feet wet." "Oh,
careless girl, and spoiled your bathing
suit, no doubt. Never let that happen
again."

"Did n't Know 't was Loaded"

May do for a stupid boy's excuse; but
what can be said for the parent who
sees his child languishing daily and fails
to recognize the want of a tonic and
blood-purifier? Formerly, a course of
bitters, or sulphur and molasses, was the
rule in well-regulated families; but now
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to the taste, and the most searching and
effective blood medicine ever discovered.

Nathan S. Cleveland, 27 E. Canton st.,
Boston, writes: "My daughter, now 21
years old, was in perfect health until a
year ago when she began to complain of
fatigue, headache, debility, dizziness,
indigestion, and loss of appetite. I con-
cluded that all her complaints originated
in impure blood, and induced her to take
Ayer's Sarsaparilla. This medicine soon
restored her blood-making organs to
healthy action, and in due time reestab-
lished her former health. I find Ayer's
Sarsaparilla a most valuable remedy for
the lassitude and debility incident to
spring time."

J. Castright, Brooklyn Power Co.,
Brooklyn, N. Y., says: "As a Spring
Medicine, I find a splendid substitute
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Pills. After their use, I feel fresher and
stronger to go through the summer."

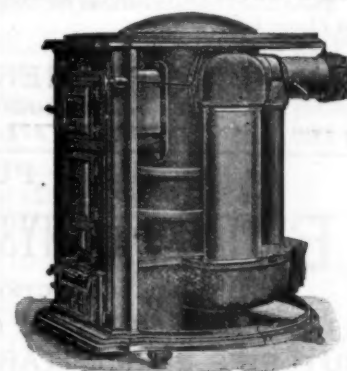
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